

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Umatilla High School	District Name: LAKE
Principal: Randell Campbell	Superintendent: Dr. Susan Moxley
SAC Chair: Ms. Desiree Williams	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Randell Campbell	M.Ed. Educational Leadership, (K-12) Health Ed (K-12), Varying Exceptionalities (K-12), ESOL Endorsement 300 Hours,	5 Days	10.25 years	Mr. Randy Campbell, currently the principal at Umatilla High School, last year served as the principal at Astatula Elementary School. Last year, 2011-2012, AES was an A school with a total of 583 points. This was an increase of 12 points from the previous year resulting in the second highest score in the district. Mr. Campbell was formerly the principal of Cypress Ridge Elementary School, 2010-2011. Cypress Ridge scored a school grade of A and met AYP in all areas. While assistant principal at Astatula Elementary School, the school scored a school grade of an A in 2006-2007, 2007-2008, and 2008-2009. AEL scored a school grade of a B in 2009-2010. AYP was met in 2006-2007 but not met from 2007-2010. In the '09-'10 school year, 77% of third graders, 70% of fourth graders and 73% of fifth graders scored 3 or above in reading. 82% of third graders, 69% of fourth graders and 61% of fifth graders scored a 3 or above in math. 80% of fourth graders scored a 3.5 or higher in writing and 76% of fifth graders scored a 3.0 or above in science. The 2009 scores showed a 63% improvement in the lowest 25% quartile for reading and a 56% improvement in the lowest 25% quartile for math.
Assistant Principal	Holly Ryan	Educational Leadership Emotionally Handicapped K-12	5 Days	2.5	11/12 – Pending –Leesburg High School 10/11 – C-LHS 09/10 – C - LHS
Assistant Principal	Ryan Strem	Master's degree in Educational Leadership from National Louis University. Bachelor's Degree from the University of Central Florida. Certification for Mathematics 5-9, Educational Leadership, All levels.	1	3	2011-12: Reading proficiency: 42% LQ Gains 60%, Math Proficiency: 47% LQ Gains 27% Writing Proficiency 82%, Assistant Principal of Umatilla Middle School 2009-2010: School Grade B, Reading Mastery: 65 %, Math Mastery: 65%, Science Mastery: 42%, Writing Mastery: 79%, AYP: 87 %. White and ED did not make AYP in Reading. ED did not make AYP in Math.

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Glenda Weber	BA English Education 6-12 Reading Endorsed ESOL Endorsed National Board Certified	2	2	2011-12: Reading proficiency: 42% LQ Gains 60%, Math Proficiency: 47% LQ Gains 27% Writing Proficiency 82%, 2010-11: Reading Proficiency 38%, Writing Proficiency: 71% 2009-2010 Last year in classroom performed with 69% of my students making AYP gains Previous High School earned grades of B and A

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Hiring: Interview teachers who are certified/degreed in area of instruction	Administration Team	ongoing
2. Provide Professional Development on site	TQR	ongoing
3. Provide support for instruction	Administration Team, Literacy Coach	ongoing
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	One instructor has taken the out of field examination and has passed. On campus Mentors have been assigned along with a county instructional coach assigned to the one first year teacher. The math instructor is in PLC's with district support personnel.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	5	16	38	35	52	95	15	3	25

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nancy Blair	James Lantrip	Guidance Dept Chair for Guidance Counselor	Co-Planning, Weekly meetings,
Nancy Blair	Kristin Pender	Guidance Dept Chair for Guidance Counselor	Co-Planning, Weekly meetings,
Nancy Blair	Paul Klokkert	Guidance Dept Chair for Guidance Counselor	Co-Planning, Weekly meetings,

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Terry Nuzum	Mark Lucas	Teaching strategies and real world applications	Weekly meetings and daily support
Steven Seward	Luther Justus	Social Studies support, learning strategies support	Weekly meetings and daily support
Terry Nuzum	Dustin Hansen	Lowest Quartile support, Math strategies and real world application	Weekly meetings and daily support
Jamie Adkins	Jennifer Rausch	CTE program, CAPE academy, Reporting	Weekly meetings and daily support
Elizabeth Rollins-Feld	Laura Vingiano	ESE Cooperative Consultation	Weekly meetings and daily support
Aaron Antonio	Russell Bragg	Social Studies support, learning strategies and lesson planning	Weekly meetings and daily support

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Holly Ryan, Assistant Principal; Glenda Weber, Literacy Coach; Paul Klokkert, School Counselor; Trey McDonald, School Social Worker; Camille Jones, School Psychologist; Charlie Feld, ESE school specialist team will also include teachers of student being RTI
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Holly Ryan. Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Exceptional Student Education (ESE) Teachers: Charles Feld. Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Instructional Coach(es) Literacy: Glenda Weber Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Literacy Coach: Glenda Weber: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Paul Klokkert works with grade level counselor and coordinates meetings on student to discuss needed support and integration for the student needs and diagnostics. Trey McDonald and Camille Jones will be called in to provide input and diagnostics on student in need.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS/ RtI team uses the SIP as a guiding document in making the educational decisions for students. The SIP is used to align school and student data and to identify areas and programs of support
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Multiple sources of data are used: reading: Read 180, Benchmark Assessment, Mini Assessment, FCAT, and Behavior: AS400, incident reports and teacher/staff input.
Describe the plan to train staff on MTSS. Staff will continually be updated with strategies for identification and the support of MTSS students.
Describe the plan to support MTSS. The MTSS/ RTI team will meet to review referred students. MTSS will also regularly meet to discuss any students and their status that are currently in the MTSS/ RTI process to review and update the student status.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Glenda Weber, Literacy Coach, Randell Campbell, Principal, Holly Ryan, Assistant Principal for Curriculum and Instruction; Aaron Antonio, Teacher; Melissa Guinta, Teacher; Mark Bailey; Teacher, Terry Nuzum, Teacher; Sherrita Alexander, Teacher; Connie Smithson, Teacher; Elizabeth Feld, teacher.
What will be the major initiatives of the LLT this year? To continue writing in all classes. Along with increasing the amount of Informational text being read in classes, we will try to move students from surface reading to deep reading by in servicing teachers on the Comprehension Instructional Sequence. Increase teacher to parent contact. Increase data chats with students to help them understand their progress and barriers.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers students elective courses in art, business, music/band, technology, culinary arts, agriculture, and health sciences. Many of these courses focus on job skills and offer students internships. Students may also earn an Industry Certification in select Career Tech Education classes.

A daily focus of the school is for teachers to link their essential questions for the unit to the question of “why do we need to know this?” to ensure that instruction is always relevant. Teachers are also provided reading materials in the content, FCAT Writes, and “bell ringers” that are based on benchmarks/ frameworks. UHS had a 96% industry certification pass rate for 2012 school year.

How does the school incorporate students’ academic and career planning, as well as promote student course selections, so that students’ course of study is personally meaningful?

The school offers students elective courses in art, business, technology, culinary arts, chorus, band, agriculture, and health sciences. Many of these courses focus on job skills and offer students internships.

During middle school, students are legislatively required to take a career and education planning course. This course must include educational planning and advising system using the Florida Academic Counseling and Tracking for students at FACTS.org and will result in competition of personalized academic and career plan. While in high school, the plan is monitored and reviewed annually by counselors. The counselor meets with the student annually to help the student select courses of interest.

Students meet one-on-one with a counselor to decide what classes will be taken and update the electronic online advising system. Parents are invited to these meetings and final course selection is sent home for parent’s signature.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Umatilla High School’s percentage of 2012 graduates who completed a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course, completed a Dual Enrollment (DE) math course, and received industry certification were all above the district averages. Many of these areas are also above the state average. We will also encourage students to take AP, CTE or DE classes by encouraging teachers to recommend students based on class scores and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures or an Industry Certificate. Guidance Counselors will review students’ grades, track graduation requirements and Bright Futures requirements and intervene as necessary.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Lack of lengthy informational text available.	1A.1. Provide resources that increase the accessibility of informational text through the purchase of magazine subscriptions and ebooks, EBSCO	1A.1. Lit Coach, Administrative Team, Leadership Team	1A.1. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	1A.1. FAIR, Mini Assessments, Benchmark tests, FCAT Reading, TEAM evaluation
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
47% of combined 9 th and 10 th grade students at Umatilla High School will achieve level 3 or higher on the Reading FCAT 2.0	10 th 45% (93) 9 th 43% (105)	10 th 48% (108) 9 th 46% (109)					
			1A.2. Lack of online access in students homes	1A.2. Students will use time at school to acquire the text appropriate to the reading goals with Media Specialist assistance	1A.2. Lit Coach, Media Specialist, Administrative Team, Leadership Team	1A.2. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	1A.2. FAIR, Mini Assessments, Benchmark tests, FCAT Reading, TEAM evaluation
			1A.3. Higher level cognitively complex text	1A.3. Students will participate with reading cognitively complex texts across the curriculum using classroom libraries and DBQ style readings, and CIS method readings.	1A.3. Lit Coach, Administrative Team, Leadership Team	1A.3. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	1A.3. FAIR, Mini Assessments, Benchmark tests, FCAT Reading, TEAM evaluation
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. lack of consistent ways for student to demonstrate understanding of instruction	1B.1. Teacher will focus efforts on consistent ways for students to communicate and respond to instruction. Match students level of functionally to IEP expectations.	1B.1. IND teacher, ESE Specialist, Support Facilitative Staff	1B.1. Classroom observations, IEP meetings,	1B.1. Brigance testing, Classroom generated tests, TEAM evaluation
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students reading at grade level proficiency.	67% (2 of 3) 10 th grade students will achieved level 7 or above.	50% (2 of 4) 9 th grade students will achieve level 4, 5, or 6. No current 10 th grade students will be taking the alternate assessment.					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. lack of higher level cognitively complex text	2A.1. students will participate in DBQ style assignments across the curriculum using cognitively complex text.	2A.1. Lit Coach, Administrative Team, Leadership Team	2A.1. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	2A.1. Mini Assessments, Benchmark tests, FCAT Reading, AP Lit and Language exams, AP World and Human Geo exams, TEAM evaluation
Reading Goal #2A: <i>20% of combined 9th and 10th grade students at Umatilla High School will achieve level 4 or higher on the Reading FCAT 2.0</i>	2012 Current Level of Performance:* <i>10th 19% (39)</i> <i>9th 16% (39)</i>	2013 Expected Level of Performance:* <i>10th 22% (46)</i> <i>9th 19% (46)</i>					
	2A.2. Advanced Academic Vocabulary			2A.2. Include SAT word list and Common Latin Roots Suffixes and Prefixes in order to expand base knowledge of academic vocabulary. Use of In a Word Vocabulary practice exercises in 9 th grade. Use of Word walls, mini quizzes in classrooms	2A.2. Classroom English Teachers and homeroom teachers, Lit Coach, Administrative Team, Leadership Team	2A.2. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	2A.2. Mini Assessments, Benchmark tests, FCAT Reading, AP Lit and Language exams, AP World and Human Geo exams, TEAM evaluation
	2A.3. Abstract concepts in reading			2A.3. Include more poetry and Art exhibits tied to nonfiction or informational topics. Allow time for class discussions (Socratic Seminar).	2A.3. English and Social Studies Teachers, Lit Coach, Administrative Team, Leadership Team	2A.3. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	2A.3. Mini Assessments, Benchmark tests, FCAT Reading, AP Lit and Language exams, AP World and Human Geo exams, TEAM evaluation
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. lack of consistent ways for student to demonstrate understanding of instruction	2B.1. Teacher will focus efforts on consistent ways for students to communicate and respond to instruction. Match students level of functionally to IEP expectations.	2B.1. IND teacher, ESE Specialist, Support Facilitative Staff	2B.1. Classroom observations, IEP meetings,	2B.1. Brigance testing, Classroom generated tests, TEAM evaluation
Reading Goal #2B: <i>Increase the number of students who are reading at proficiency.</i>	2012 Current Level of Performance:* <i>33% (1 of 3) 10th grade students will achieved level 7 or above.</i>	2013 Expected Level of Performance:* <i>50% (2 of 4) 9th grade students will achieve level 7. No current 10th grade students will be taking the alternate assessment.</i>					
	2B.2.			2B.2.	2B.2.	2B.2.	2B.2.
	2B.3.			2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. student understanding of where they stand and where they need to go in achievement numbers	3A.1. Data chats with students to focus the student and the teacher on the individual student growth. During data chats student sets personal goals with teacher support	3A.1. Lit Coach, Administrative Team, Leadership Team	3A.1. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3A.1. FCAT,LBA, Mini Assessments, FAIR, TEAM evaluation
Reading Goal #3A: <i>54% of students will achieve learning gains on FCAT Reading</i>	2012 Current Level of Performance:* 52%	2013 Expected Level of Performance:* 54%					
			3A.2. Limited vocabulary	3A.2. Vocabulary development across the curriculum using SAT, ACT, PERT, Latin Roots, Prefixes and Suffixes and content based vocabulary	3A.2. Lit Coach, Administrative Team, Leadership Team	3A.2. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3A.2. FCAT, LBA, Mini Assessments, FAIR, TEAM evaluation
			3A.3. Lack of background knowledge	3A.3. Real world connections to the content through online research	3A.3. Lit Coach, Administrative Team, Leadership Team	3A.3. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3A.3. FCAT, LBA, Mini Assessments, TEAM evaluation
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.							
Reading Goal #3B: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of exposure to lengthy informational text	4A.1. Implementation of Comprehension Instructional Sequence Method	4A.1. Lit Coach, Administrative Team, Leadership Team	4A.1. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	4A.1. FCAT, EOC, LBA, Mini Assessments, TEAM evaluation
<u>Reading Goal #4A:</u> <i>To increase number of students making learning gains in the lowest 25% to 75 students (65%)</i>	<u>2012 Current Level of Performance:*</u> <i>70 students out of 113 (62%)</i>	<u>2013 Expected Level of Performance:*</u> <i>75 students out of 115 (65%)</i>					
			4A.2. Lack strong vocabulary base	4A.2. School wide list of roots, suffixes and prefixes to use across the curriculum	4A.2. Lit Coach, Administrative Team, Leadership Team	4A.2. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	4A.2. FCAT, LBA, Mini Assessments, EOC, TEAM evaluation
			4A.3. Lack of background knowledge	4A.3. Real world connections to the content through online research	4A.3. Lit Coach, Administrative Team, Leadership Team	4A.3. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	4A.3. FCAT, LBA, Mini Assessments, EOC, TEAM evaluation
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Reading Goal #4B:</u> N/A	<u>2012 Current Level of Performance:*</u> <i>No comparative data available</i>	<u>2013 Expected Level of Performance:*</u>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 45		42	54	59	63	68	73
<u>Reading Goal #5A:</u> <i>To increase our level of performance to or exceeding our target AMO. This year... from 42% (189) to 54% (249)</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. White: Lack of exposure to lengthy informational text Black: Lack of exposure to lengthy informational text Hispanic: Lack of exposure to lengthy informational text	5B.1. . Provide resources that increase the accessibility of informational text through the purchase of magazine subscriptions and ebooks, EBSCO	5B.1. Lit Coach, Administrative Team, Leadership Team	5B.1. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	5B.1. FCAT, LBA, Mini Assessments, TEAM evaluation	
<u>Reading Goal #5B:</u> <i>To increase satisfactory student performance in each of our subgroups: White 108 of 216 students Black 5 of 7 students Hispanic 17 of 25 students</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White:55% (108) Black:79% (8) Hispanic:76% (22) Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White:50% (108) Black:74% (5) Hispanic 71% (25) Asian: American Indian:						
			5B.2. Lack strong vocabulary base	5B.2. School wide list of roots, suffixes, and prefixes to use across the curriculum. In a <u>Word</u> lessons in 9 th grade English	5B.2. Lit Coach, Administrative Team, Leadership Team	5B.2. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	5B.2. FCAT, LBA, Mini Assessments, TEAM evaluation	
			5B.3. Lack of background knowledge	5B.3. Real world connections to the content through online research	5B.3. Lit Coach, Administrative Team, Leadership Team	5B.3. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	5B.3. FCAT, LBA, Mini Assessments, TEAM evaluation	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Access to nonfiction based complex text aimed at varying lexiles	5D.1. Provide resources that increase the accessibility of informational text through the purchase of magazine subscriptions and ebooks, EBSCO	5D.1. Lit Coach, Administrative Team, Leadership Team	5D.1. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	5D.1. Increases on Benchmark testing, FAIR, FCAT Reading, SAT, ACT and PERT
Reading Goal #5D: <i>To increase level of current SWD performance 31% from 6 to 10 students</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18% (6)	31% (10)					
			5D.2. Lack of exposure to lengthy informational text	5D.2. Implementation of Comprehension Instructional Sequence Method, DBQ's in various curriculum areas	5D.2. Lit Coach, Administrative Team, Leadership Team	5D.2. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	5D.2. FCAT, LBA, Mini Assessments
		5D.3. Lack strong vocabulary base	5D.3. School wide list of roots, suffixes and prefixes to use across the curriculum. <u>In a Word</u> lessons for 9 th grade students	5D.3. Lit Coach, Administrative Team, Leadership Team	5D.3. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	5D.3. FCAT, LBA, Mini Assessments	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of background knowledge	5E.1. Real world connections to the content through online research, EBSCO passages,	5E.1. Lit Coach, Administrative Team, Leadership Team	5E.1. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool, PLCs	5E.1. Increases on Benchmark testing, FAIR, FCAT Reading, SAT, ACT and PERT
Reading Goal #5E: <i>To increase our satisfactory performance 47% from 50 to 67 students.</i>	2012 Current Level of Performance:* 35%(50)	2013 Expected Level of Performance:* 47%(67)					
			5E.2. Lack of exposure to lengthy informational text	5E.2. Implementation of Comprehension Instructional Sequence Method, DBQ's across curriculum areas, EBSCO passages for extensions, Magazine selections	5E.2. Lit Coach, Administrative Team, Leadership Team	5E.2. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool, PLCs	5E.2. FCAT, LBA, Mini Assessments
			5E.3. Lack strong vocabulary base	5E.3. School wide list of roots, suffixes and prefixes to use across the curriculum. In a Word lessons for 9 th grade English	5E.3. Lit Coach, Administrative Team, Leadership Team	5E.3. Observations by Literacy Coach and Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool, PLCs	5E.3. FCAT, LBA, Mini Assessments

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core, Reading and writing in curriculum area, Comprehension Instructional Sequence, Text Complexity	9-12	UHS or District Personnel	All Instructional Staff	Monthly	Classroom Implementation Visits	Lit Coach, Administrative Team, Leadership Team
Technology	9-12	UHS or District Personnel	All Instructional Staff	Monthly	Classroom Implementation Visits	Lit Coach, Administrative Team, Leadership Team
Scales and rubrics and other Marzano elements	9-12	UHS or District Personnel	All Instructional Staff	Monthly	Classroom Implementation Visits	Lit Coach, Administrative Team, Leadership Team

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Remediation for Level 1 and 2 / at risk students	Tutoring afterschool	SAI	12639
Supplementary Reading Materials	Magazines, Novel Sets	SAI	4595.48
			Subtotal:17234.48
Technology			
Strategy	Description of Resources	Funding Source	Amount
Research	IPADs 30	SAI	13879
Research and data collection	Lap tops	SAI	3814.50
			Subtotal: 17693.50
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core, Reading and writing in curriculum area, Comprehension Instructional Sequence, Text Complexity	UHS or District Personnel	NA	
Scales and rubrics and other Marzano elements	UHS or District Personnel	NA	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:34927.98

End of Reading Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. students not knowing where they stand and owning the learning goals	1.1. Data Chats and student led goal setting for benchmark achievement. Use of task cards and Scales	1.1. Leadership team, District Personnel.	1.1. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	1.1. Algebra 1 EOC, Student interviews, LBA results, TEAM evaluation
Algebra 1 Goal #1: <i>64 students or 34% will score level 3 or higher on Alg 1 EOC</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31% (61) of 192 students scored at level 3	34% (64) of 189 students will score level 3 or higher					
			1.2. students not getting immediate feedback	1.2. Peer tutoring used in the classroom during the Alg 1 classes. Students who have completed Trig and/or Calculus. Additional tutor support is provided in Research class for a majority of Alg 1 students.	1.2. Leadership team, District Personnel.	1.2. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	1.2. Algebra 1 EOC, LBA, Mini Assessments, TEAM evaluation
			1.3 students being in a variety of levels in the curriculum	1.3. LBA and Mini Assessment data used to prescribe remediation or advanced work.	1.3. Leadership team, District Personnel.	1.3. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	1.3. Algebra 1 EOC, LBA results, Edusoft Progress monitoring, TEAM evaluation
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. students not being challenged at their level to move forward	2.1. Data Chats and student led goal setting for benchmark achievement	2.1. Leadership team, District Personnel.	2.1. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and	2.1. Algebra 1, EOC, Student interviews, LBA results, TEAM evaluation

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Algebra Goal #2: <i>10+ students or 5% will score level 4 or higher</i>	2012 Current Level of Performance:* <i>3% (1) students</i>	2013 Expected Level of Performance:* <i>5% 10 students will score at level 4 or higher</i>				students, Tutorial Services, County Observation Tool	
			2.2. students not getting immediate feedback	2.2. Peer tutoring used in the classroom during the Alg 1 classes. Students will be advanced math students who have completed Trig and/or Calculus. Additional tutor support is provided in Research class for a majority of Alg 1 students.	2.2. Leadership team, District Personnel.	2.2. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	2.2. Algebra 1, EOC, LBA, Mini Assessments, TEAM evaluation
			2.3. Learning not extended to real world	2.3. Extension activities for real world connections and application of the concepts provided in the classroom	2.3. Leadership team, District Personnel.	2.3. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	2.3. Algebra 1, EOC Lesson Plans, TEAM evaluation

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>43%</u>	47%	48%	53%	57%	62%	67%
<u>Algebra 1 Goal #3A:</u> <i>To increase our level of performance to or exceeding our target AMO. This year... from 47% (90) to 50% (94)</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.		3B.1. White: students not being challenged at their level to move forward Black: Hispanic: Asian: American Indian:	3B.1. Data Chats and student led goal setting for benchmark achievement	3B.1. Leadership team, District Personnel.	3B.1. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3B.1. ALG 1, EOC, LBA, Mini Assessments, TEAM evaluation	
<u>Algebra 1 Goal #3B:</u> <i>To increase satisfactory student performance in each of our subgroups: 53% White 62 of 147 students 35%Hispanic 4 of 11 students</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White 50% Hispanic 68%	White 47% (85) Hispanic 65% (7)					
			3B.2. students not getting immediate feedback	3B.2. Peer tutoring used in the classroom during the Alg 1 classes. Students will be advanced math students who have completed Trig and/or Calculus. Additional tutor support is provided in Research class for a majority of Alg 1 students.	3B.2. Leadership team, District Personnel.	3B.2. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3B.2. ALG 1, EOC, LBA, Mini Assessments, TEAM evaluation
		3B.3. Learning not extended to real world	3B.3. Extension activities for real world connections and application of the concepts provided in the classroom	3B.3. Leadership team, District Personnel.	3B.3. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3B.3. Algebra 1, EOC, Lesson Plans, TEAM evaluation	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. students not being challenged at their level to move forward	3D.1. Data Chats and student led goal setting for benchmark achievement	3D.1. Leadership team, Administrative team, and district personnel	3D.1. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3D.1. ALG 1 EOC LBA, Mini Assessments, TEAM evaluation
Algebra 1 Goal #3D: To increase satisfactory student performance from current 35% (8) to 38% (7)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65% (15)	62% (12)					
			3D.2. students not getting immediate feedback	3D.2. Peer tutoring used in the classroom during the Alg 1 classes. Students will be advanced math students who have completed Trig and/or Calculus. Additional tutor support is provided in Research class for a majority of Alg 1 students.	3D.2. Leadership team, Administrative team, and district personnel	3D.2. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3D.2. Algebra 1 EOC LBA, Mini Assessments, TEAM evaluation
		3D.3. Learning not extended to real world	3D.3. Extension activities for real world connections and application of the concepts provided in the classroom	3D.3. Leadership team, Administrative team, and district personnel	3D.3. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3D.3. Algebra 1 EOC LBA, Mini Assessments Lesson Plans, TEAM evaluation	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. students not being challenged at their level to move forward	3E.1. Data Chats and student led goal setting for benchmark achievement	3E.1. Leadership team, Administrative team, and district personnel	3E.1. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3E.1. ALG 1 EOC LBA, Mini Assessments, TEAM evaluation
Algebra 1 Goal #3E: To increase satisfactory performance from current 44%(33) to 49% (37)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56% (33)	51% (37)					
				3E.2. students not getting immediate feedback	3E.2. Peer tutoring used in the classroom during the Alg 1 classes. Students will be advanced math students who have completed Trig and/or Calculus. Additional tutor support is provided in Research class for a majority of Alg 1 students.	3E.2. Leadership team, Administrative team, and district personnel	3E.2. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool
			3E.3. Learning not extended to real world	3E.3. Extension activities for real world connections and application of the concepts provided in the classroom	3E.3. Leadership team, Administrative team, and district personnel	3E.3. Administrative team, Coaching and mentoring cycle, Data Chats with teachers and students, Tutorial Services, County Observation Tool	3E.3. ALG 1 EOC LBA, Mini Assessments Lesson Plans, TEAM evaluation

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Turn Over in Department	1.1. Mentors, Obtaining and retaining highly-qualified instructors in the field. District personal support, afterschool remedial support for students	1.1. Administration team, District personnel	1.1. Classroom observations, Data chats, Lesson plan reviews	1.1. LBA, EOC, Mini Assessments, Certification , TEAM evaluation
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase the performance from 25% (31) to 28% (71) of students scoring level 3 or top third of scale on the Geometry EOC.	25% (51)	28% (71)					
			1.2. Lack of basic Math Skills	1.2. afterschool remedial support for students, increase collaboration between instructors,	1.2. Administration team, District personnel	1.2. Classroom observations, Data chats, Lesson plan reviews	1.2. LBA, EOC, Mini Assessments, lesson plans, TEAM evaluation
			1.3. Use of data based decision making	1.3. Increase use of data for grouping and remediation for task readiness	1.3. Administration team, District personnel	1.3. Classroom observations, Data chats, Lesson plan reviews	1.3. LBA, EOC, Mini Assessments, lesson plans, TEAM evaluation
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No data available for levels 4-5 as this is the baseline year.	No data available for levels 4-5 as this is the baseline year.						
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. <u>Geometry Goal #3A:</u> <i>NA: Levels were not available for Geometry EOC exam</i>	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. <u>Geometry Goal #3B:</u> NA No subgroup data available for EOC at this time.	2012 Current Level of Performance:* NA		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
	2013 Expected Level of Performance:* NA						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: NA No data available at this time for EOC	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: NA No data available at this time for EOC	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
No data available at this time for EOC			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking the Benchmark	Algebra, Geometry	District and School Personnel	All Math	9/12/12	Working with task cards, mini assessments	Leadership team, Administrative team, District Personnel
Edusoft	Algebra, Geometry	District and School Personnel	All EOC/FCAT Teachers	9/5/12	Data Chats, Edusoft monitoring	Leadership team, Administrative team, District Personnel
Learning Goals Scales and Rubrics	All Math	District and School Personnel	ALL Teachers	9/6/12, 9/13	Classroom Walkthroughs, Conferences, Student Interviews	Leadership team, Administrative team, District Personnel

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Calculators	To use with 100 lower-level student assistance	SAI	646.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Lack of higher order questions to promote deeper understanding of the content	1.1. Use of Webb's depth of knowledge wheel, Deeper understanding of Common Core, Lesson Study within department of HOTS and Common Core implementation.	1.1. Administration Team, District Personnel,	1.1. Classroom walkthroughs, Lesson study data chats and observation, District walkthroughs	1.1. LBA's, Mini assessments, EOC. TEAM evaluation
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase student performance in top third of EOC from 30% (54) to % ()	30% (54)	80%					
			1.2. Use of Data to drive instructional decisions	1.2. Use of mini assessments to group students and remediate	1.2. Instructor, Testing Coordinator, and Administration Team	1.2. Data Reports from Edusoft	1.2. LBA's, Mini assessments, EOC. TEAM evaluation
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Data Not Available</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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 Rule 6A-1.099811
 Revised April 29, 2011

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking the Benchmark	BIO	District and Site based personnel	All Math	9/12/12	Working with task cards, mini assessments	Administration and Leadership Team
Edusoft	All Science	District and Site based personnel	All EOC/FCAT Teachers	9/5/12	Data Chats, Edusoft monitoring	Administration and Leadership Team
Learning Goals Scales and Rubrics	All	District and Site based personnel	ALL Teachers	9/6/12, 9/13	Classroom Walkthroughs, Conferences, Student Interviews	Administration and Leadership Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Low academic Vocabulary	1A.1. Common list of the Latin and Greek Roots, suffixes, and prefixes. Reading and English Classes. Increase use of complex text and words in context strategies	1A.1. Reading, English teachers, along with literacy coach	1A.1. Observation, Word Walls, Student work and discussion, testing	1A.1. FAIR, Lake County Benchmark Assessments 9 th and 10 th grade. TEAM evaluation
Writing Goal #1A: Goal is to transition this 82% to Level 3.0 and higher.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	82%(155) students	82% at level 3.5 and higher					
			1A.2. Students have difficulty elaborating on arguments and support	1A.2. PEEL strategy whole school. Socratic Dialogue	1A.2. Teachers along with literacy coach	1A.2. Class discussions, and student work	1A.2. Student writing samples in portfolios and Lake County Benchmark Assessment. TEAM evaluation
			1A.3. Qualification of argument	1A.3. Transition words and phrases indicating qualification	1A.3. Honors English Teachers	1A.3. Class discussions and student work	1A.3. Student Portfolios, Lake County Benchmark Assessments, TEAM evaluation
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.							
N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scoring Florida Writes Rubric.	ALL	Site based and District Personnel	ALL	PLC Thursdays	Lesson Plans, Benchmark Assessments	Administration
PEEL strategy.	ALL	Site based and District Personnel	ALL	PLC Thursdays	Lesson Plans, Benchmark Assessments	Administration
Socratic Seminars,	ALL	Site based and District Personnel	ALL	PLC Thursdays	Lesson Plans, Benchmark Assessments	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. Teacher Turnover	1.1. Mentoring school and county,	1.1. Administration team, District Personnel	1.1. Classroom walkthroughs, data chats, PLCs	1.1. TEAM Evaluation, Pre and Post test. EOC
U.S. History Goal #1: To have 33% of our 144 U.S. History students pass in the top 3 rd of the EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Not Available	33% (48)					
			1.2. Unpacking the Benchmark	1.2. Use of task cards for test item specification for lesson plan development	1.2. Administration team, District Personnel	1.2. Classroom walkthroughs, data chats, PLCs	1.2. TEAM Evaluation, Pre and Post test. EOC
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

2012-2013 School Improvement Plan (SIP)-Form SIP-1

End of U.S. History Goals

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of parental involvement	1.1. Make parents aware of the need for their child's education	1.1. Administration	1.1.Attendance reports	1.1. ADA
Attendance Goal #1: <i>To increase the ADA to 95% of the school population.</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	93.45%	95%					
	2012 Current Number of Students with Excessive Absences (20 or more)	2013 Expected Number of Students with Excessive Absences (20 or more)					
	75	70					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
			1.2. Location – many students live too far to still come to school if they miss the bus.	1.2. Request that middle school bus drivers pick up the high schoolers if they are at the bus stop and drop them off at the high school.	1.2.Strem	1.2.Attendance Reports	1.2.ADA
			1.3. Students Skipping	1.3. print reports from esempler of any discrepancies across the periods.	1.3.Strem	1.3. Attendance Reports	1.3.ADA

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Callout system: School Messenger	All	ILS Department	Guidance, Attendance	9/20	Callout logs	Administration

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

2012-2013 School Improvement Plan (SIP)-Form SIP-1

End of Attendance Goals

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1. Positive Campus Culture Emersion Program. (PCCEP) for incidents that we feel will be better served here at school instead of at home.	1.1. Administration Team	1.1. Review of end of year discipline statistics.	1.1. End of year discipline statistics.
Suspension Goal #1: <i>To reduce the number of total out of school suspension from 19% to 17% and the total number of students suspended out of school from 100 to 74.</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Lack of In School Suspension.				
	0	<i>We do not have an In-School program</i>					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	<i>We do not have an In-School program</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	19% (158)	17% 139					
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School	1.2. Students getting behind in work while on suspension.	1.2. Request work for students to do while on suspension.	1.2. Administration and Attendance Clerk	1.2. Grades	1.2. Esembler	
12%(100)	9% (74)	1.3. lack of transportation for students who would normally stay for detentions after school. If students do not show for after school detention, then suspension is normally issued.	1.3. utilize lunch detentions	1.3. Administration and Attendance Clerk	1.3. Suspension data	1.3. End of year statistics.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity							
Please note that each Strategy does not require a professional development or PLC activity.							
PD Content /Topic and/or PLC Focus	Grade Level/Subject		PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Relationships	All	All	Site based personnel	School-wide as needed	January 2013	Classroom Walkthroughs	Administration

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: Current dropout rates are not released. <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	2012 Graduation Rates not released						
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ed 2020 MGR	ALL	Site based personnel	Credit Recovery	Ongoing	Progress Monitoring in Ed 20/20	Guidance

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Parent willingness	1.1. Use Callout system to, website and social media to communicate	1.1. Administration	1.1. Solid attendance	1.1. Sign in logs
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
<i>Increase parent involvement in SAC, Mentoring, Volunteers</i>	8 parents on the SAC committee	10 parents on the SAC committee 40+ parents attend our Athletics Booster meetings					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			1.2. Paperwork approval process	1.2. Use parent volunteers as mentors	1.2. Guidance	1.2. Number of Mentors	1.2. Sign in logs
			1.3. Access to technology	1.3. Communication via esembler	1.3. Administration Team	1.3. Number of users in eSembler	1.3. Esembler logs

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1: Increased participation in Science Fair, Square Foot Gardening, Hi Q club.</p> <p>STEM Goal # 2: Increase participation in AP Biology.</p> <p>STEM Goal # 3: Increase participation in Health Science course</p> <p>STEM Goal # 4: Maintain 99% passing percentage for industry certification exams.</p>	1.1. Below basic math skills	1.1. Tutoring after school and in class re-teaching as needed	1.1. Site based personnel, Department chair, District Personnel	1.1. Classroom walkthroughs, District observations,	1.1.EOCs, Mini Assessments, LBA data,
	1.2. Providing connections to in class materials to extension activity	1.2. Use of available technology to allow students the opportunity to extend knowledge through research.	1.2. Instructional personnel	1.2. Classroom walkthrough, Data Chats with teachers, district observations.	1.2. Science Fair, Mini Assessments, LBA data, FFA contests, Lesson plans
	1.3. Provide planning opportunities for math and science teachers	1.3. Bimonthly meetings of departments to allow time to plan	1.3. Instructional Personnel	1.3. Classroom walkthrough, Data Chats with teachers, district observations.	1.3. Science Fair, Mini Assessments, LBA data, FFA contests, Lesson plans

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>CTE Goal #1: To have 90% of all students enrolled in a CTE academy become a program completer over the course of their high school experience.</p> <p>CTE Goal # 2: To increase number of students passing CTE exams from 66 students to 70 students.</p> <p>CTE Goal #3: To increase the number of CTE teachers NG-CATER</p>	1.1. Scheduling opportunities	1.1. Differentiated Instruction for students at different levels during the day	1.1. Administration Team, Vocational Department instructors	1.1. Data chats with students by guidance and instructors, Teacher observations by Administration team and District Personnel.	1.1. Completion rate Data Completer status report
	1.2. Finding correct fit to interest	1.2. Articulation program with Middle School	1.2. Administration Team, Vocational Department instructors	1.2. Data chats with students by guidance and instructors, Teacher observations by Administration team and District Personnel.	1.2. Enrollment and Exit surveys CTE pass rate report
	1.3. Time	1.3. Online PD development for teachers to self pace	1.3. Administration Team, Vocational Department instructors	1.3. Data chats with students by guidance and instructors, Teacher observations by Administration team and District Personnel.	1.3. Teacher Certification

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NG-CATER	As needed for certification	Online	Vocational Instructors	September, 2012	Feedback, Walkthroughs, Student Interviews	Administration Team.

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1. Administration and Instructional Personnel	1.1. Observation by instructors and administration team	1.1. student feedback, teacher feedback, network usage reports
Additional Goal #1: Increase use of Bring your own device network: TECHNOLOGY Additional Goal #2: To increase number of students who pass on AP Exams Additional Goal #3: To increase composite mean average on National Tests (ACT, SAT) Additional #4 Anti Bullying Project	2012 Current Level :*	2013 Expected Level :*	Access to Device	1.1. Expand to incorporate smart devices, as most students have these devices			
	AP: 41% (34 of 83) ACT: 19.4 SAT: Reading 489, Math 489, Writing 468	AP: 44% (95 of 216) ACT 19.7 SAT: Reading 492, Math 492, Writing 471					
			1.2. Lack of Academic Vocabulary Exposure to lengthy texts on various subject area topics	1.2. Word Walls, Increase instruction of Morphology ED2020 tutorial,	1.2. Administration Team and Literacy Coach	1.2. Observation by Administration and Literacy Coach	1.2. National Report for SAT, ACT.
			1.3. Students unaware of appropriate reporting	1.3. Continue implementation of anonymous reporting system Homeroom workshop for students regarding bullying issues and reporting	1.3. Administration Team and Guidance	1.3. Completions of bullying investigations	1.3. District reporting forms

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Digital Device App Training	ALL	ILS Team	Tech Con personnel, IPAD Grant holders	January, 2013	Feedback surveys and portfolios	Administration, District Personnel
IPAD Grant Classroom use	English	ILS Team	IPAD grant Instructors	On going 2012-2013	District monthly meetings with instructors on usage, Surveys of Students,	District Personnel

June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 34927.98
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: 34927.98

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	X Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

x Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
SIP involvement, SAI budget participation, Parent Involvement Plan

Describe the projected use of SAC funds.	Amount