Florida Department of Education

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Mavericks High of Palm Springs	District Name: Palm Beach
Principal: DeeEtte Naukana	Superintendent:
SAC Chair:	Date of School Board Approval:

Student Achievement Data:

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

Highly Effective Administrators

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

List your school's highly effective 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.

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	DeeEtte Naukana	Educational Leadership (all levels), K-12 Varying Exceptionalities, K-12 Physical Education, K-12 Health, Business Education 6-12, Middle Grades Integrated 5-9	2	8	Ms. Naukana has experience as a Charter School Assistant Principal and Principal in Palm Beach, Broward and Escambia Counties. She has been involved in the creation of two ESE charter schools in Palm Beach County.
Assistant Principal	Hugo Linares	ESE K-12, MGIC(5-9), Social Science 6-12 and Spanish	1	First Year	Mr. Linares is currently pursuing a Masters in Educational Leadership at Nova Southeastern University with an anticipated graduation date of May 2013.

Highly Effective Instructional Coaches

List your school's highly effective 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 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)

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

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	Not Applicable (If not, please explain why)
1. Provide Professional Development-Staff will be provided the opportunity to participate in relevant professional development	DeeEtte Naukana	06/2013	
2. Professional Learning Communities will be implemented by core subject areas	Administration/Lead Teacher	06/2013	
3. Leadership Opportunities-Staff will be provided the opportunity to participate in school leadership through participation in school and district committees.	DeeEtte Naukana	06/2013	
4. Grade/Team Level meetings	Administration	On-going	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Juan Amaro Sr.	Temporary	Math 9-12	Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.
Juan Amaro Jr.	Temporary	Math 9-12	Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.
Charles Dougherty	Temporary	Math 9-12 Chemistry	Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.
Trudi Adams-Wiggins	Temporary	English 9-12	Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.
			Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.

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

			Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.

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
11	0%	36% (4)	36% (4)	36% (4)	45% (5)	64% (7)	18% (2)	0	27% (3)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
DeeEtte Naukana	Juan Amaro Sr.	Holds a Temporary Certificate	Model lessons, attend professional development enhance use of technology, shadow, team teach, incorporate math, language arts and science through projects and writing assignments.
DeeEtte Naukana	Juan Amaro Jr.	Holds a Temporary Certificate	Model lessons, attend professional development enhance use of technology, shadow, team teach, incorporate math, language arts and science through projects and writing assignments

DeeEtte Naukana	Charles Dougherty	Holds a Temporary Certificate	Model lessons, attend professional development enhance use of technology, shadow, team teach, incorporate math, language arts and science through projects and writing assignments
DeeEtte Naukana	Trudi Adams-Wiggins	Holds a Temporary Certificate	Model lessons, attend professional development enhance use of technology, shadow, team teach, incorporate math, language arts and science through projects and writing assignments

Additional Requirements

Coordination and Integration-**Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Funds are budgeted to support professional development initiatives, provide resources for family involvement and training initiatives, and for student supplies in intensive math and reading classrooms and weekend tutorials.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Student Intervention Services will partner with the school. Such agencies may include homeless shelters, religious entities, social service agencies.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

Nutrition Programs	
Housing Programs	
Head Start	
Adult Education Work with adult education department to provide services for students who age out or at risk of not graduating.	
Career and Technical Education The family coordinator and guidance counselor have established working relationships and partnerships with a number of businesses within a ten mile radius of the school. Additionally, a job and career fair is held at the school and participants are from the surrounding community.	
Job Training	
Other	

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

School-Based MTSS/RtI Team
Identify the school-based MTSS/ RtI Leadership Team. **Principal:** DeeEtte Naukana   **Reading Teacher:** Alice Boyhan **Dean of Students**: Hugo Linares   **Language Arts:** Teacher Edith Wild **Guidance Counselor:** Rebecca Ransier   **Math Teacher:** Charles Dougherty **ESE/ESOL Coordinator:** Melani Timmis   **Family Coordinator:** Marla Green

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?

Principal: 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.

Reading Teacher: 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 needs, 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, data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The school-based RtI team will meet twice a month to discuss and focus on student data that has been collected from the school's SIS, enrollment assessments and academic assessments, all of which are available in real time, in the moment. With data available, the team will determine which students are at or above meeting the benchmarks and those who are below or at-risk of not meeting the benchmarks.

Determination of professional development, decision making and implementation of best practices and new skills will also result from the work of the RtI school-based team. The RtI Leadership Team will work with the administration, EESAC and Governance Board to develop and implement the School Improvement Plan (SIP) in the development of instructional strategies designed to improve student achievement in reading, mathematics, science, social studies and writing.

The school will work with other schools to identify student's past performance and academic deficiencies by meeting with them through RtI meetings, held monthly. Communication will also take place through telephone interview with the home school of the students.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team will work with the Administration, Management Company, School Advisory Council (SAC), and Governance Board to develop and implement the SIP through the implementation of instructional strategies designed to impact student achievement. The RtI team will use the continuous improvement model to identify best practices and interventions for addressing the academic deficiencies of our students. Although certain intervention strategies have been identified in the SIP plan for addressing these deficiencies, the RtI process is a continuously changing process, which will evolve as the Leadership Team identifies the needs of our students. The correlation between the RtI process and the SIP plan is brought together through the identification of students needing different levels of intervention, as identified through FAIR data, District Baseline and Interim Assessment data, FCAT and SAT/ ACT data. The RtI Leadership Team, the School Advisory Council (SAC), and the Principal will meet to develop the SIP.

The RtI Leadership Team will provide data on: Tier 1, 2 and 3 targets; academic and social/emotional areas that needed to be addressed. The RtI Leadership Team also set clear expectations for instruction.

MTSS Implementation

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, social studies, writing, and behavior. Academics: Baseline and quarterly data for reading and mathematics from NWEA; District Baseline and Interim Assessments for reading, mathematics and science through Educational Data Warehouse (EDW); CELLA testing for all ELL students; FCAT scores from 2011-2012; FAIR Assessment data (both baseline and interim); use of the state PMP; EOC Algebra I, Geometry and Biology; PERT Behavior: Individualized Student mentoring system; Detention tracking system; Suspension/Expulsions, Attendance records, In- house student climate survey
Describe the plan to train staff on MTSS. The RtI school-based team will partner with the District and attend District-sponsored workshops and training. In addition, the school will use the "Train the Trainer" program from the District. After the reading teacher is trained, then he/she will train the rest of the staff on strategies used to improve student achievement and the identification of students needing further intensive educational strategies. Staff will be trained using Professional Learning Communities once per month.
Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). DeeEtte Naukana-Principal   Hugo Linares, Dean of Students   Dr. Trudi Adams-Wiggan, – Language Arts Teacher Alice Boyhan, Reading Teacher   Juan Amaro, Jr. Math Teacher   Melani Timmis– ESE Coordinator

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross-section of the faculty and administrative team that represents highly-qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal will cultivate the vision for increased school-wide literacy across all content-areas by being an active participant in all LLT meetings and activities.

The principal will direct the reading teacher to participate in all District and State-driven professional development activities. The reading teacher must be a member of the LLT. The team will meet monthly throughout the school year. The LLT may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. Monthly meetings will take place for the purpose of analyzing student progress toward the acquisition of standards and benchmarks inherent in acquiring academic proficiency.

The LLT will also discuss strategies and interventions which will be implemented by the classroom teacher for the purpose of strengthening student progress in identified weak areas for literacy skills. The principal will serve as the lead person during these meetings and will be guided by the data which will be a living document containing both current and previous data reflecting student literacy achievement levels.

What will be the major initiatives of the LLT this year?

The major goal of the LLT will be to improve students individual learning gains in reading and develop lifelong literacy skills through the implementation of the Direct Instruction Model. Additionally, the LLT will develop small group direct instruction with the implementation of novel studies as well as various passages covering different genres.

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.

*Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only Sec. 1003.413 (b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All computer-based curriculums include literacy strategies in all content areas. For non-mastery students, literacy strategies will be used in small-group instruction and differentiated instructional strategies will be utilized based on individual student weaknesses. All teachers will teach and monitor the use of effective reading strategies. Teachers will refer to the Palm Beach County Schools District Pacing Guide for Reading, Mathematics and Science as a guide to ensure compliance with District standards. All instructional staff are required to complete the necessary professional development to gain Reading Endorsement.

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

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(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?

Students who enroll in the school will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans, As well, students will complete the Florida Choices Career Program to determine possible careers related to their interests. While some students will pursue vocational programs, others will seek employment or enroll in a two or four-year college. Career development is required of each student enrolled. Coursework is designed to prepare students to meet Florida's Next Generation Sunshine State Standards and earn a high school diploma. The four areas of focus of the school include academic success, work study skills development, social/ emotional well-being and self-sufficiency skills. Students who succeed in each of the four areas of focus will be better prepared for post-secondary plans.

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?

With the use of our Career Coordinator and mentors, students are guided through discussion to determine and align coursework to obtain students' career goals. The Career Coordinator will monitor student employment in accordance with the policies and procedures of Palm Beach County School District. As well, every student completes a Graduation Plan with the guidance of the Family Coordinator and the Guidance Counselor.

Post-secondary 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.

The Graduation Committee regularly meets with potential graduates to review student progress toward graduation. All students entering Mavericks will receive a Graduation Plan with an expected graduation date. They will be issued a "Passport to Graduation" which outlines all classes they have completed as well as gives them a picture of what they must complete within a timeline to graduate. Students will have the opportunity to participate in multiple College Fairs to determine educational and financial opportunities for pursuing post-secondary educational plans. In discussing necessary steps of process to become college ready, the counselor will discuss the importance of participating in PSAT, SAT and ACT testing as an entrance requirement of post-secondary education. Additional assistance with post-secondary planning include the development of tutoring for the college entrance exam (SAT/ACT Prep Class), determining qualifications for taking honors/dual enrollment courses, career training, assisting them with their college/ career application, financial aid, college seminars, and calling colleges on their behalf. In the 2011-2012 school year, 64% of seniors graduated at Mavericks High School. The balance continues to strive to complete required credits and pass required exams. This year, the goal is to graduate 100% of the seniors.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

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

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		

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

| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | 1a.1. Vocabulary

The following benchmarks are areas of concern:

L.A.910.1.6.6 Student have difficulty distinguishing between denotative and connotative meanings of words

L.A.910.1.6.9 Students have difficulty determining correct meaning of words depending on contexts | 1a.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations.

Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, meaningful usage of vocabulary, instruction in different levels of content-specific words (shades of meaning), reading from a variety of texts, and engaging in affix or root word activities. | 1a.1. RtI and Literacy Leadership Team | 1a.1. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.

Changes to instructional focus and strategies will be implemented as necessary. | 1a.1. Formative: Benchmark Assessments Interim Assessments

Summative: FCAT 2.0 Reading Assessment | | |

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

Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
To increase level 3 proficiency students by 49 percentage points to 50%.						
	The results of the 2012 FCAT 2.0 Reading Test indicated that 1% (1 student) of students achieved level 3 proficiency	50% of students FCAT 2.0 Reading tested will achieve level 3 proficiency				

| | | 1a.2.
Reading Application

The following are areas of concern:

L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and relevant details

L.A.910.1.7.2 Analyze the author's purpose in a variety of text | 1a.2.
Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), opinion proofs (e.g., giving an opinion, find facts to support the opinion within the texts), text marking, and encouraging students to read a wide variety of texts.

These strategies should target using and identifying details from the passage to determine main idea, plot, and purpose, practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student. | 1a.2.
RTI and Literacy Leadership Team | 1a.2.
English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.

Changes to instructional focus and strategies will be implemented as necessary. | 1a.2.
Formative:
Benchmark Assessments
Interim Assessments

Summative:
FCAT 2.0 Reading Assessment | |
| | | 1a.3. | 1a.3. | 1a.3. | 1a.3. | 1a.3. | |

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

<mark>**1b. Florida Alternate Assessment:**</mark> **Students scoring at Levels 4, 5, and 6 in reading.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Reading Goal #1b: *Enter narrative for the goal in this box.*	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.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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		

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. | 2a.1. Literary Analysis The following benchmarks are areas of concern: L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of author's use of literary elements L.A.910.2.1.7 Students have difficulty analyzing and evaluating the author's use of figurative language. | 2a.1. Provide students with learning enrichment such as graphic organizers, concept maps, open compare/ contrast, signal or key words, and encouraging students to read from a wide variety of texts. These strategies should target graphically depicting compare/contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that | 2a.1. RtI and Literacy Leadership Team | 2a.1. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary. | 2a.1. Formative: Baseline Assessment Interim Assessment Summative: FCAT 2.0 Reading Assessment Content-Area Final Exam Projects | | |

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

		support inferencing.					
Reading Goal #2a: To increase level 4 or 5 proficiency students by 48 percentage points to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 FCAT 2.0 Reading Test indicated that 2% (3 students) of students achieved level 4 or 5 proficiency.	50% of students FCAT 2.0 Reading tested will achieve level 4 or 5 proficiency.					

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

		2a.2. Informational Text and Research Process The follow benchmarks are areas of concern: LA.910.6.2.2 Students are unfamiliar with strategies used to evaluate the validity and reliability of information.	2a.2. Provide students with learning enrichment that will focus on locating, organizing, interpreting, synthesizing and evaluating information from a variety of sources. Various strategies that should be used are graphic organizers, concept maps, reciprocal teaching, opinion proofs, summarization skills, open compare/contrast, questioning the author, and reading a wide variety of texts. These strategies will target determining reliability and validity of arguments, using maps, charts, photos, illustrations, advertisements, and schedules for gathering information, as well as organizing information for variety of purposes including making reports and conducting interviews. Other methods of targeting the validity and reliability of information include breaking down the specific arguments being made by the texts, encourage the utilization of Bloom's Taxonomy to evaluate each argument, and ingrain the practice of justifying decision with direct examples from the text.	2a.2. RtI and Literacy Leadership Team	2a.2. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	2a.2. Formative: Baseline Assessment Interim Assessment Summative: FCAT 2.0 Reading Assessment Content-Area Final Exam Projects	

		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Reading Goal #2b: *Enter narrative for the goal in this box.*	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.*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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

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		

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

| 3a. FCAT 2.0: Percentage of students making Learning Gains in reading. | 3a.1. Vocabulary

The following benchmarks are areas of concern:

L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly.

L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words. | 3a.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations.

Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades | 3a.1. RtI and Literacy Leadership Team | 3a.1. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.

Changes to instructional focus and strategies will be implemented as necessary. | 3a.1. Formative: Benchmark Assessments Interim Assessments

Summative: FCAT 2.0 Reading Assessment | | |
|---|---|---|---|---|---|---|---|

		of meaning), reading from a variety of texts, and engaging in affix or root word activities.				
Reading Goal #3a: To increase the number of students making learning gains by 21 percentage points to 50 %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	The results of the 2012 FCAT 2.0 Reading Test indicated that 29% (21 students) of students made learning gains.	50% of students FCAT 2.0 Reading tested will make learning gain in reading as compared to FCAT 2012				

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

		3a.2. Reading Application The following are areas of concern: L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.	3a.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts. These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.	3a.2. RtI and Literacy Leadership Team	3a.2. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	3a.2. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment	

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

		3a.3. Literary Analysis The following benchmarks are areas of concern: L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements L.A.910.2.1.7 Students have difficulty analyzing and evaluating the author's use of figurative language.	3a.3. Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts. These strategies should target graphically depicting compare/ contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.	3a.3. RtI and Literacy Leadership Team	3a..3. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	3a.3. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment	

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Reading Goal #3b: *Enter narrative for the goal in this box.*	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.*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.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		

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Vocabulary The following benchmarks are areas of concern: L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly. L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.	4a.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations. Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades	4a.1. RtI and Literacy Leadership Team	4a.1. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	4a.1. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment		

		of meaning), reading from a variety of texts, and engaging in affix or root word activities. In addition, anticipated barriers will be targeted using task cards, graphic organizers, multiple meaning words, interactive word walls, word banks/ vocabulary notebooks, and structural analysis.				
Reading Goal #4a: To increase the number of students from the lowest 25% making learning gains by 18 percentage points to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	The results of the 2012 FCAT 2.0 Reading Test indicated that 32% (13 of 40 students) of students from the lowest 25% made learning gains.	50% of lowest 25% students FCAT 2.0 Reading tested will make learning gain in reading as compared to FCAT 2012				
		4a.2. Reading Application The following are areas of concern: L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.	4a.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts. These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.	4a.2. RtI and Literacy Leadership Team	4a.2. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	4a.2. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment	

		4a.3 Literary Analysis The following benchmarks are areas of concern: L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of author's use of literary elements. L.A.910.2.1.7 Students have difficulty analyzing and evaluating the author's use of figurative language.	4a.3. Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts. These strategies should target graphically depicting compare/ contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.	4a.3. RtI and Literacy Leadership Team	4a.3. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	4a.3. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment	
4b. <mark>Florida Alternate Assessment:</mark> Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	

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

Reading Goal #4b: *Enter narrative for the goal in this box.*	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.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A: *Enter narrative for the goal in this box.*							

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

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		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Vocabulary The following benchmarks are areas of concern: L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly. L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.	5B.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations. Vocabulary instruction will be cross-cultural. Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in	5B.1. RtI and Literacy Leadership Team	5B.1. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	5B.1. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment		

		different levels of content-specific words (shades of meaning), reading from a variety of texts, and engaging in affix or root word activities.				
Reading Goal #5B: To increase level 3 White, Black, Asian, American Indian and Hispanic proficient students by %, %, %, % and % percentage points to 50%, 50%, 50%, 50% and 50% respectively.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	The results of the 2012 FCAT 2.0 Reading Test indicated that % of White, % of Black, % of Asian, % of American Indian and % of Hispanic students achieved level 3 proficiency. **NO DATA AVAILABLE AT THIS TIME**	50% of White students FCAT 2.0 Reading tested will achieve level 3 proficiency. 50% of Black students FCAT 2.0 Reading tested will achieve level 3 proficiency. 50% of Asian students FCAT 2.0 Reading tested will achieve level 3 proficiency. 50% of American Indian students FCAT 2.0 Reading tested will achieve level 3 proficiency. 50% of Hispanic students FCAT 2.0 Reading tested will achieve level 3 proficiency.			

		5B.2. Reading Application The following are areas of concern: L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.	5B.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts. All learning strategies will include components that are cross-cultural. These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.	5B.2. RtI and Literacy Leadership Team	5B.2. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	5B.2. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment	

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

		5B.3. Literary Analysis	5B.3. Provide students with	5B.3. RtI and Literacy	5B.3. English department meet on	5B.3. Formative:	
		The following benchmarks are areas of concern: L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements	learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts. All learning strategies will include components that are cross-cultural. These strategies should target graphically depicting compare/ contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.	Leadership Team	a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment	
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		

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

37

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Vocabulary The following benchmarks are areas of concern: L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly. L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.	5C.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations. Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades	5C.1. RtI and Literacy Leadership Team ESOL Coordinator	5C.1. English department, including the ESOL Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	5C.1. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment CELLA Assessment		

	of meaning), reading from a variety of texts, and engaging in affix or root word activities. In addition, anticipated barriers will be targeted using task cards, graphic organizers, multiple meaning words, interactive word walls, word banks/ vocabulary notebooks, and structural analysis.					
Reading Goal #5C: To increase the number of ELL students making learning gains by **X** percentage points to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	The results of the 2012 FCAT 2.0 Reading Test indicated that **%** of ELL students made learning gains. **NO DATA AVAILABLE AT THIS TIME**	50% of ELL students FCAT 2.0 Reading tested will make learning gain in reading as compared to FCAT 2012				

		5C.2. Reading Application The following are areas of concern: L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.	5C.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts. These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.	5C.2. RtI and Literacy Leadership Team ESOL Coordinator	5C.2. English department, including the ESOL Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	5C.2. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment CELLA Assessment	

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
		Literary Analysis The following benchmarks are areas of concern: L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements	Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts. These strategies should target graphically depicting compare/ contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.	RtI and Literacy Leadership Team ESOL Coordinator	English department, including the ESOL Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment CELLA Assessment	
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		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Vocabulary The following benchmarks are areas of concern: L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly. L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.	5D.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations. Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades	5D.1. RtI and Literacy Leadership Team ESE Coordinator	5D.1. English department, including the ESE Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	5D.1. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment		

	of meaning), reading from a variety of texts, and engaging in affix or root word activities. In addition, anticipated barriers will be targeted using task cards, graphic organizers, multiple meaning words, interactive word walls, word banks/ vocabulary notebooks, and structural analysis. Students' deficiencies will be targeted in line with the student's educational plan.					
Reading Goal #5D: To increase the number of SWD students making learning gains by X percentage points to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	The results of the 2012 FCAT 2.0 Reading Test indicated that % of SWD students made learning gains **NO DATA AVAILABLE AT THIS TIME**	50% of SWD students FCAT 2.0 Reading tested will make learning gain in reading as compared to FCAT 2012			

		5D.2. Reading Application The following are areas of concern: L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.	5D.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts. These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student. Students' deficiencies will be targeted in line with the student's educational plan.	5D.2. RtI and Literacy Leadership Team ESE Coordinator	5D.2. English department, including the ESE Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	5D.2. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment	

		5D.3. Literary Analysis The following benchmarks are areas of concern: L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements	5D.3. Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts. These strategies should target graphically depicting compare/ contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing. Students' deficiencies will be targeted in line with the student's educational plan.	5D.3. RtI and Literacy Leadership Team ESE Coordinator	5D.3. English department, including the ESE Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	5D.3. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment	

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

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		

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

| 5E. Economically Disadvantaged students not making satisfactory progress in reading. | 5E.1. Vocabulary The following benchmarks are areas of concern: L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly. L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words. | 5E.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations. Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades | 5E.1. RtI and Literacy Leadership Team | 5E.1. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary. | 5E.1. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment | | |

		of meaning), reading from a variety of texts, and engaging in affix or root word activities.					
Reading Goal #5E: To increase the number of economically disadvantage student making learning gains by X percentage	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 FCAT 2.0 Reading Test indicated that % of economically disadvantaged students made learning gains. **NO DATA AVAILABLE AT THIS TIME**	50% of economically disadvantaged students FCAT 2.0 Reading tested will make learning gain in reading as compared to FCAT 2012					

		5E.2. Reading Application The following are areas of concern: L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.	5E.2 Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts. These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.	5E.2. RtI and Literacy Leadership Team	5E.2. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	5E.2. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment	

| | | 5E.3 Literary Analysis

The following benchmarks are areas of concern:

L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements | 5E.3 Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts.

These strategies should target graphically depicting compare/ contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing. | 5E.3 RtI and Literacy Leadership Team | 5E.3 English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.

Changes to instructional focus and strategies will be implemented as necessary. | 5E.3 Formative: Benchmark Assessments Interim Assessments

Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment | |

Reading Professional Development

Professional Development (PD) aligned with						

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
APEX Curriculum	Secondary	Professional Consultant	School Wide	2012-2013 School Year	Implementation of program, student data	Administration
Reading Intervention Plan	Secondary	Administrators, Reading Teachers Independent Consultant	Reading and Language Arts teachers	Team meetings to review data 2012-2013 School Year	student data and mastery	School Administrators, Literacy Leadership Team, (LLT) and RtI Leadership Team
Just Read Florida	Secondary	District Level workshops	School Wide	Staff Meetings 2012-2013 School Year	Student data and mastery	Administration

Reading 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
Saturday School Support Level I & II students	Reading books, student materials such as pencils, pens, notebooks, chart paper, markers.	Title I	$500.00
Saturday School Support Level I & II students	Bus passes for students who live beyond the 2 mile distance	Title I	$291.50
Saturday School Support Level I & II students	Refreshments for students in attendance at Saturday Reading Tutorial	FEFP	$500.00
Saturday School Support Level I & II students	Compensation for Teachers to instruct students for four hours each week	Title I	$5412.00
Provide additional support in preparation of the FCAT Reading Assessment	FCAT Reading practice workbooks	Title I	$500.00
Provide additional reading support to ESE students	Supplemental reading materials for ESE and low level readers	Title I	$500.00
Improve student frequency of reading diverse books of various topics by building a student friendly lending library	Student novels, books	Title I	$2425.38

Subtotal: $9628.88			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional development strategies for teachers to use that will help improve student reading strategies through content area learning	Workshop and materials on best practices in helping students to improve reading strategies using content	Title I	$1000.00
Subtotal:$10628.88			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $10,483.63			

End of Reading Goals

<mark>Comprehensive English Language Learning Assessment (CELLA) Goals</mark>

CELLA Goals	**Problem-Solving Process to Increase Language Acquisition**				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

1. Students scoring proficient in Listening/ Speaking.	1.1. Students have difficulty understanding short listening passage	1.1. Provide students with a focus on understanding and using verbal communication of the English language through modeling, use of simple/direct language, use of substitution, expansion, paraphrase and repetition, use of cooperative learning, role-play, thinking aloud, and panel discussion/ debates.	1.1. ESOL Coordinator RtI and Literacy Leadership Team	1.1. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	1.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment	
CELLA Goal #1: To increase the number of proficient listening/ speaking ELL students by 25 percentage points to 50%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	. The results of the 2012 CELLA assessment indicated that 25% (5 students) of ELL students where proficient in listening/speaking.					
		1.2. Students have difficulty understanding extended listening passage	1.2. Provide students with a focus on understanding and using verbal communication of the English language through modeling, use of simple/direct language, use of substitution, expansion, paraphrase and repetition, use of cooperative learning, role-play, thinking aloud, and panel discussion/debates.	1.2. ESOL Coordinator RtI and Literacy Leadership Team	1.2. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	1.2. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. Students have difficulty understanding vocabulary words	2.1. Provide students with the opportunity to utilize context clues, interactive word walls, use of cognates, easy access to heritage/ English language dictionaries, and immersion into a vocabulary-centric environment with exposure to and interactive with non-ELL students.	2.1. ESOL Coordinator RtI and Literacy Leadership Team	2.1. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	2.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment	
CELLA Goal #2: To increase the number of proficient reading ELL students by 45 percentage points to 50%.	2012 Current Percent of Students Proficient in Reading :					
	The results of the 2012 CELLA assessment indicated that 5% (1 student) of ELL students where proficient in Reading					
		2.2. Students have difficulty understanding reading passages.	2.2. Provide students with the opportunity to activate prior knowledge, make predictions, utilize K-W-L (Know, Want to know, Learned), use task cards, incorporate cooperative learning, and encourage reading a variety of reading-level texts.	2.2. ESOL Coordinator RtI and Literacy Leadership Team	2.2. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	2.2. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment

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

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		2.3	2.3	2.3	2.3	2.3
3. Students scoring proficient in Writing.	2.1. Students have difficulty answering questions related to English grammar, sentence structure and word choice.	2.1. Provide students with learning strategies such as graphic organizers, process writing, reading response journals, rubrics, writing prompts, spelling strategies, syntax strategies, diction strategies, and summarizing.	2.1. ESOL Coordinator RtI and Literacy Leadership Team	2.1. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	2.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment	
CELLA Goal #3: To increase the number of proficient writing ELL students by 45 percentage points to 50%.	2012 Current Percent of Students Proficient in Writing :					
	The results of the 2012 CELLA assessment indicated that 5% (1 student) of ELL students where proficient in writing					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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

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
Saturday School Support Level I & II students	Reading books, student materials such as pencils, pens, notebooks, chart paper, markers.	FEFP	
Saturday School Support Level I & II students	Bus passes for students who live beyond the 2 mile distance.	FEFP	
Saturday School Support Level I & II students	Refreshments for students in attendance at Saturday Reading Tutorial	FEFP	
Provide additional support in preparation of the CELLA Assessment	CELLA Reading practice workbooks		
Saturday School Support Level I & II students Provide additional reading support to ESOL students	Compensation for one ESOL teacher to instruct students for four hours each week	FEFP	
Provide additional reading support to ESOL students	Supplemental reading and math/EOC materials for ESOL readers	FEFP	
Improve student frequency of reading diverse books of various topics by building a student friendly lending library	Student novels, multicultural books	FEFP	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional development strategies for teachers to use that will help improve student reading strategies through content area learning	Workshop and materials on best practices in helping students to improve reading strategies using content		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Total:$2852.25			

End of CELLA Goals

Algebra End-of-Course (EOC) Goals

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

Algebra 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	

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

1. Students scoring at Achievement Level 3 in Algebra.	1.1. The following are areas of concern: Standard 4 Polynomials The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	1.1. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within the APEX online curriculum. Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design.	1.1. RtI Team	1.1. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
Algebra Goal #1: To increase level 3 proficiency students by 44 percentage points to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 Algebra EOC assessment indicated that 6% (8 students) of students achieved level 3 proficiency.	50% of students Algebra EOC tested will achieve Level 3 proficiency.					

		1.2. The following are areas of concern: Standard 5 Rational Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	1.2 Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design.	1.2. RtI Team	1.2. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	
		1.3. The following are areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	1.3. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design.	1.3. RtI Team	1.3. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.3. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	

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

	1.4. The following are areas of concern: Standard 7 Quadratic Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	1.4. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design.	1.4. RtI Team	1.4. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.4. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
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		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. The following are areas of concern: Standard 5 Rational Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	2.1. Provide students the opportunity to collaborate on projects simulating real-world problems. Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design.	2.1. RtI Team	2.1. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
Algebra Goal #2: To increase level 4 or 5 proficiency students by 50 percentage points to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 Algebra EOC assessment indicated that 0% (0 students) of students achieved level 4 or 5 proficiency.	50% of students Algebra EOC tested will achieve Level 4 or 5 proficiency.					

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

		2.2. The following are areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	2.2. Provide students the opportunity to collaborate on projects simulating real-world problems. Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design.	2.2. RtI Team	2.2. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	
		2.3 The following are areas of concern: Standard 7 Quadratic Equations The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	2.3 Provide students the opportunity to collaborate on projects simulating real-world problems. Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design.	2.3 RtI Team	2.3. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.3 Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra Goal #3A: *Enter narrative for the goal in this box.*							
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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

| Algebra Goal #3B:

To increase level 3 White by 39% to 50%,
To increase level 3 Black by 48% to 50%,
To increase level 3 Asian by 50% to 50%,
To increase level 3 American Indian by 50% to 50% and
To increase level 3 Hispanic by 42% to 50%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 FCAT 2.0 Reading Test indicated that 11% (2 students) of White, 2 % (1 student) of Black, 0% (no students tested) of Asian, 0% of American Indian and 8% (5 students) of Hispanic students achieved level 3 proficiency.	White: 50% Black: 50% Hispanic: 50% Asian: 50% American Indian: 50% of all students tested will make satisfactory progress.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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.	3C.1. The challenges for this group vary across many content areas. The use of best practices for ELL will be most beneficial to this group.	3C.1. Mathematics teachers will work closely with ELL teachers to develop instruction to reach students at their reading level. Provide students with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with scaffolding lessons and worksheets Provide students with opportunities for peer group learning. Provide students with opportunities for one-on-one instruction.	3C.1. RtI team	3C.1. Mathematics and ELL teachers will meet monthly to discuss and review student assessments. Instructional focus and strategy will be adjusted as necessary.	3C.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		

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

Algebra Goal #3C: To increase the number of ELL students making learning gains by 50 percentage points to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 Algebra EOC assessment indicated that 0% of ELL students made satisfactory progress.	50% of all ELL students tested will make satisfactory progress.					
		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.	3D.1. The challenges for this group vary across many content areas. The use of best practices for SWD will be most beneficial to this group	3D.1. Mathematics teachers will work closely with ESE teachers to develop instruction to meet each student's individual needs. Provide students with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with scaffolding lessons and worksheets Provide students with opportunities for peer group learning. Provide students with opportunities for one-on-one instruction.	3D.1. RtI team	3D.1. Mathematics and ESE teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3D.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	
Algebra Goal #3D: To increase the number of SWD students making satisfactory progress by 50 percentage points to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	The results of the 2012 Algebra EOC assessment indicated that 0 % of SWD students made satisfactory progress.	50% of all SWD students tested will make satisfactory progress					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1. The following are areas of concern: Standard 2 Relation and Functions The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits	3E.1. Strategically assign students to small groups where each member of the group has the shared responsibility to encourage the group to improve in the areas of attendance and study habits. Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate. Make available to students a compiled list of out-of-school resource that they may access to address their economical and academic needs Provide students with scaffolding lessons and worksheets.	3E.1. RtI team	3E.1. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3E.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
Algebra Goal #3E: To increase the number of economically disadvantaged students making learning gains by 44 percentage points to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The results of the 2012 Algebra EOC assessment indicated that 6% (5 students) of Economically Disadvantaged students made learning gains	50% of all Economically Disadvantaged students tested will make learning gains					
		3E.2. Standard 3 Linear Equations and Inequalities The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits	3E.2 Strategically assign students to small groups where each member has the shared responsibility to encourage the group to improve in the areas of attendance and study habits. Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate. Make available to students a compiled list of out-of-school resource that they may access to address their economically and academic needs Provide students with scaffolding lessons and worksheets.	3E.2. RtI team	3E.2. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3E.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results

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

		3E.3 Standard 4 Polynomials The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits	3E.3 Strategically assign students to small groups where each member has the shared responsibility to encourage the group to improve in the areas of attendance and study habits. Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate. Make available to students a compiled list of out-of-school resource that they may access to address their economically and academic needs Provide students with scaffolding lessons and worksheets.	3E.3 RtI team	3E.3 Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3E.3 Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	

End of Algebra EOC Goals

Geometry End-of-Course Goals

* 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					

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

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. Polyhedra and Other Solids The deficiencies for this group of students may be caused by limited opportunities available for practice and exploration.	1.1. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX online curriculum. Provide students with hands on activities via graphing software or hard paper which involves the creation of solid objects, analyzing their different parts, calculating various measures, and deriving formulas. Provide student with practice solving real-world problems using solids. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design	1.1. RtI Team	1.1. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results		

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

Geometry Goal #1: To increase level 3 proficiency students by X percentage points to %. **NO DATA AVAILABLE**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	The results of the 2012 Geometry EOC assessment indicated that % of students achieved level 3 proficiency	*Enter numerical data for expected level of performance in this box.*				
		1.2. Trigonometry and Discrete Mathematics The deficiency may be cause by not covering the content area in depth.	1.2. Adhere to scope and sequence and align lesson plans to districts pacing guide to ensure that all content areas are sufficiently covered. Provide student with practice solving real-world problems using trigonometric ratios.	1.2. RtI Team	1.2. Mathematics teachers will meet monthly to plan lessons, discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results
		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	

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Polyhedra and Other Solids The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	2.1. Provide students with hands on activities via graphing software or hard paper which involves the creation of solid objects, analyzing their different parts, calculating various measures, and deriving formulas. Provide student with practice solving real-world problems using solids	2.1. RtI Team	2.1. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results		
Geometry Goal #2: To increase level 4 or 5 proficiency students by X percentage points to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 Geometry EOC assessment indicated that % of students achieved level 4 or 5 proficiency	*Enter numerical data for expected level of performance in this box.*					

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

		2.2. Trigonometry and Discrete Mathematics The deficiency may be cause by not covering the content area in depth.	2.2. Adhere to scope and sequence and align lesson plans to districts pacing guide to ensure that all content areas are sufficiently covered. Provide student with practice solving real-world problems using trigonometric ratios.	2.2. RtI Team	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							
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		

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: To increase level 3 White, Black, and Hispanic proficiency students by %, %, and % percentage points to %, %, and % respectively.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 FCAT 2.0 Reading Test indicated that % of White, % of Black, and % of Hispanic students achieved level 3 proficiency.	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: N/A American Indian: N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. The challenges for this group vary across many content areas. The use of best practices for ELL will be most beneficial to this group.	3C.1. Mathematics teachers will work closely with ELL teachers to develop instruction to reach students at their reading level. Provide students with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with scaffolding lessons and worksheets Provide students with opportunities for peer group learning. Provide students with opportunities for one-on-one instruction.	3C.1. RtI team	3C.1. Mathematics and ELL teachers will meet monthly to discuss and review student assessments. Instructional focus and strategy will be adjusted as necessary.	3C.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results		

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

Geometry Goal #3C: To increase the number of ELL students making learning gains by X percentage points to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 Geometry EOC assessment indicated that % of ELL students made learning gains.	*Enter numerical data for expected level of performance in this box.*					
		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		

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. The challenges for this group vary across many content areas. The use of best practices for SWD will be most beneficial to this group	3D.1. Mathematics teachers will work closely with ESE teachers to develop instruction to meet each student's individual needs. Provide students with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with scaffolding lessons and worksheets Provide students with opportunities for peer group learning. Provide students with opportunities for one-on-one instruction.	3D.1. RtI team	3D.1. Mathematics and ESE teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3D.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	

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

Geometry Goal #3D: To increase the number of SWD students making learning gains by X percentage points to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 Geometry EOC assessment indicated that % of SWD students made learning gains.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Standard 2 Polygons The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits	3E.1. Strategically assign students to small groups where each member has the shared responsibility to encourage the group to improve in the areas of attendance and study habits. Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate. Make available to students a compiled list of out-of-school resource that they may access to address their economically and academic needs Provide students with scaffolding lessons and worksheets.	3E.1. RtI team	3E.1. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3E.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results		
Geometry Goal #3E: To increase the number of economically disadvantaged students making learning gains by X percentage points to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	The results of the 2012 Geometry EOC assessment indicated that % of economically disadvantaged	*Enter numerical data for expected level of performance in this box.*				
		3E.2. Standard 6 Circles The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits	3E.2 Strategically assign students to small groups where each member has the shared responsibility to encourage the group to improve in the areas of attendance and study habits. Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate. Make available to students a compiled list of out-of-school resource that they may access to address their economically and academic needs Provide students with scaffolding lessons and worksheets.	3E.2. RtI team	3E.2. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3E.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	

| | | 3E.3
Standard 7
Polyhedra and Other Solids

The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits | 3E.3
Strategically assign students to small groups where each member has the shared responsibility to encourage the group to improve in the areas of attendance and study habits.

Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate.

Make available to students a compiled list of out-of-school resource that they may access to address their economically and academic needs

Provide students with scaffolding lessons and worksheets. | 3E.3
RtI team | 3E.3
Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary. | 3E.3
Formative:
Interim assessments
Benchmark assessments

Summative:
2013 Geometry EOC results | |

End of Geometry EOC Goals

Mathematics 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						

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching with technology	9-12	Principal/Math Teacher	School-wide	TBA	Classroom observations, walkthroughs, review lesson plans	Principal/ Leadership Team
Teaching problem solving techniques	9-12	Principal/Math Teacher	Mathematics teachers	TBA	Classroom observations, walkthroughs, review lesson plans	Principal/ Leadership Team
APEX Curriculum	9-12	Professional Consultant	School Wide	2012-2013	Implementation of program, student data	Principal/ Leadership Team

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
Saturday School Support Level I & II students	Math books, student materials such as manipulatives, pencils, pens, notebooks, chart paper, markers	Title I	$500.00
Saturday School Support Level I & II students	Bus passes for students who live beyond the 2 mile distance.	Title I	$146.25
Saturday School Support Level I & II students	Refreshments for students in attendance at Saturday Reading Tutorial	FEFP	
Saturday School Support Level I & II students	Compensation for one Math Teacher and one ESE Teacher to instruct students for four hours each week	Title I	$5412.00
Improve performance on FCAT and End of Course exams in Algebra and Geometry	FCAT/EOC Math practice workbooks	Title I	$500.00
Provide additional math support to ESE students	Supplemental reading materials for ESE and low level readers		
Saturday Math Tutorial	Compensation for one math teacher to instruct ESE students for Four hours each week		
Subtotal:$6558.25			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$6558.25			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology 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		

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

1. Students scoring at Achievement Level 3 in Biology.	1.1. Students scored low in the Category of Molecular and cellular Biology. The deficiencies were in organization and development of living organisms and could be attributed to limited laboratory and hands on activities.	1.1. Provide students more opportunities to participate in laboratory experiments and inquiry-based activities Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.	1.1. RtI Team	1.1. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results		
Biology Goal #1: To increase the number of level 3 proficiency students by X percentage points to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	The results of the 2012 Biology EOC assessment indicated that % of students achieved level 3 proficiency.	*Enter numerical data for expected level of performance in this box.*					

		1.2. Students scored low in the Category of Classification, Heredity, and Evolution The deficiencies were in heredity and reproduction and could be attributed to limited hands on activities and visual aids in lesson presentations	1.2. Provide students more opportunities to participate in inquiry-based activities. Integrate visual aids such as video, animation, and diagrams into lessons.	1.2. RtI Team	1.2. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	1.2. Formative: Interim and Benchmark assessments Summative: 2013 Biology EOC results	
		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.	2.1. Students scored low in the Category of Molecular and cellular Biology. The deficiencies were in organization and development of living organisms and could be attributed to limited laboratory and hands on activities.	2.1. Provide students more opportunities to participate in laboratory experiments and inquiry based activities Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.	2.1. RtI Team	2.1. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results		

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

Biology Goal #2: To increase the number of students scoring at or above level 4 and 5 by X percentage points to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	The results of the 2012 Biology EOC assessment indicated that % of students scored at or above achievement level 4 and 5.	*Enter numerical data for expected level of performance in this box.*				
		2.2. Students scored low in the Category of Classification, Heredity, and Evolution The deficiencies were in heredity and reproduction and could be attributed to limited hands on activities and visual aids in lesson presentations	2.2. Provide students more opportunities to participate in inquiry based activities. Integrate visual aids such as video, animation, and diagrams into lessons.	2.2. RtI Team	2.2. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	2.2. Formative: Interim and Benchmark assessments Summative: 2013 Biology EOC results
		2.3	2.3	2.3	2.3	2.3

End of Biology EOC Goals

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry-Bases Instructions	9-12	Science Teacher	Science Teachers	TBA	Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans	Principal/ Leadership Team
Teaching with technology	9-12	Science Teacher	Science Teachers	TBA	Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans Principal/ Leadership Team	Principal/ Leadership Team
APEX Curriculum	9-12	Professional Consultant	School Wide	2012-2013	Implementation of program, student data	Principal/ 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

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

Saturday School Support Level I & II students	Compensation for one science teacher to instruct students for Four hours each week	Title I	$2706.00
Saturday School Support Level I & II students	Bus passes for students who live beyond the 2 mile distance.	Title I	$146.25
Increase students' proficiency in science, critical thinking	Supplies and materials to conduct dry labs	Title I	$1000.00
Improve student performance on End of Course exams	End of course study guides for biology		
Improve student performance and proficiency in science	Supplemental materials for ESE and low level students		
Subtotal:$3852.25			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer/license upgrades	Upgrade existing software	FEFP	$
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
APEX Learning	PD for teachers	FEFP	$
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$3852.25			

End of Science Goals

Writing Goals

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

	Problem-Solving Process to Increase					
Writing						

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

Goals	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. Writing Application: Persuasive writing The deficiency may be caused by students' choice of vocabulary words, limited exposure to a variety of persuasive text.	1a.1. Provide students with example of a variety of persuasive text (ads, editorials, speeches, posters) and review the persuasive writing techniques used in each text. Review word choice and explain how connotation and denotation of words affect meaning, and appeals to different emotions. All writing strategies should be utilized across curriculum.	1a.1. RtI team	1a.1. Monthly writing prompt will be to administered and review. Instructional focus will be adjusted as necessary.	1a.1. Formative: Monthly writing prompts Summative: 2013 FCAT Writing assessment		

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

Writing Goal #1a: To increase the number of level 3 or higher proficiency students by 26 percentage points to 75%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	The results of the 2012 FCAT Writing test indicated that 49% (28 students) of students achieved level 3 or higher proficiency.	75% of students 2012 FCAT Writing tested will achieve level 3 or higher.				
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	
Writing Goal #1b: *Enter narrative for the goal in this box.*	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.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Persuasive writing	9-12 Language Arts	Principal/ Language Arts Teacher	School-wide	6/30/2013	Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans	Principal/ Leadership Team
Expository writing	9-12 Language Arts	Principal/ Language Arts Teacher	School-wide	06/30/2013	Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans	Principal/ Leadership Team

Writing Budget (Insert rows as needed)

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

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Improve writing skills of all students	Supplemental writing practice materials	Title I	$243.00
Improve ESE, ELL proficiency in writing	Supplemental ESE, ESOL writing materials		
Subtotal:$243.00			
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:$243.00			

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Civics EOC Goals	**Problem-Solving Process to Increase Student Achievement**					

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

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 Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Did not participate	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Did not participate	*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	

Civics 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					

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics 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 Civics Goals

U.S. History End-of-Course (EOC) Goals

* 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	

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

1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Student score low in the following category: Standard 5 Analyze the effects of the changing social, political, and economic conditions of the roaring twenties and the great depressions. The deficiency may be attributed to students have difficulty learning new vocabulary word and reading comprehension.	1.1. Integrate literacy development by provide opportunities to strengthen read comprehension, interpret graphs, charts, maps, timeline, and other graphic representations Provide students with activities (word wall, etymology exercises) which help them develop content-specific vocabulary word.	1.1. RtI Team	1.1. History teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.1. Formative: Interim and Benchmark assessments Summative: 2013 U.S. History EOC results		
U.S. History Goal #1: To increase the number of level 3 proficiency students by X percentage points to %.	2012 Current Level of Performance:* Did not participate	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

		1.2. Standard 6 Understand the causes and course of world war II, the character of the war at home and abroad, and its reshaping of the United State role in the post world war. The deficiency may be attributed to students have difficulty learning new vocabulary word and reading comprehension	1.2. Integrate literacy development by provide opportunities to strengthen read comprehension, interpret graphs, charts, maps, timeline, and other graphic representations Provide students with activities (word wall, etymology exercises, etc) which help students develop content-specific vocabulary word.	1.2. RtI Team	1.2. History teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.2. Formative: Interim and Benchmark assessments Summative: 2013 U.S. History EOC results	
		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		

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. Standard 7 Understanding the rise and continuing international influence of the U.S. as a world power and the impact of contemporary social and political movements on American life	2.1. Provide students with opportunities to deepen their understanding through writing activities – informative, persuasive. Provide opportunities for students to research specific events and personalities and prepare class presentations.	2.1. RtI Team	2.1. History teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim and Benchmark assessments Summative: 2013 U.S. History EOC results	
U.S. History Goal #2: To increase the number of students scoring at or above level 4 and 5 by X percentage points to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Did not participate	*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

U.S. History Professional Development

Professional						

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

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 and Schedules (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:			

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (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	

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

1. Attendance	1.1. Students experience situations outside of school that impede upon their ability to attend school regularly, such as child care, work schedule conflicts, etc. Some students lack motivation to be present and/or on-time every day.	1.1. Provide information on community services, such as TAP, KidCare, etc. to students. Encourage attendance through the incentive programs offered through Mavericks which earns them recognition and monetary reward. Teachers make daily call to students who are absent from school or tardy to school. Enforce attendance policy.	1.1. Leadership team	1.1. Monitoring of attendance every day by data collection person and leadership team.	1.1. Attendance records in SIS		
Attendance Goal #1: To increase the number of students with 80% attendance by 50 percentage points to 50%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	23%	80%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	647	100					

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

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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)			

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

Strategy	Description of Resources	Funding Source	Amount
Maestro	Technology-based record tracking	FEFP	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Maestro	PD for Teachers	FEFP	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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					

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

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. A barrier for this goal is consistency of enforcement of the Student Code of Conduct. A barrier for this goal is the appropriate training of school personnel in class management.	1.1. Consistence enforcement of rules and consequences as noted in the Student Code of Conduct and provide students with the necessary tools to make choices that benefit themselves and the school. Teach students daily coping strategies, problem-solving strategies, and the importance of forming healthy behavioral habits. Utilization of the Positive Behavioral Support System (PBS). Professional development will be provided to school personnel on effective classroom management skills to assist with prevention of extreme behavioral issues.	1.1. Leadership Tem	1.1. Track the number of referrals and monitor counseling opportunities related to inappropriate behavior.	1.1. Referrals		

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

Suspension Goal #1: *Data indicates that the number of suspensions for the 2011-2012 school year was 19. The goal is to reduce the number of suspensions by 19 students, to 0 students.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0	0					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	19	0					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	19	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through						

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	9-12	Principal	All teachers	TBA	Classroom observations, walkthroughs and tracking detentions and referrals	Principal/ Leadership Team

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
Provide tools to reduce conflict among students	Workshop and materials on conflict resolution strategies to implement in the classroom		$0.00
Provide classroom management strategies to increase time on task in the classroom	Workshops, presentations and materials on the topic of classroom management.		
Subtotal: $0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			$0.00
Subtotal: $0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			$0.00

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

Subtotal: $0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Use of behavioral incentives to improve student behavior	Gift cards for movies and local restaurants	PSSAC	$250.00
Subtotal:$250.00			
Total: $250.00			

End of Suspension Goals

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	

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

1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1. Students are under exposed to the opportunities available with the achievement of a high school diploma. Some students are under motivated because of their lack of self-confidence in their ability to achieve a high school diploma.	1.1. Educate students on the opportunities that are available for those who have a high school diploma through field trips to colleges, vocational schools, technical schools, other post-secondary opportunities. And career fairs. Assist motivation through the mentorship program and the "Passport to Graduation."	1.1. Leadership Team	1.1. Continued monitoring of credit completion of all students	1.1. Progress tracking charts; Student Passport to Graduation		
The goal for the 2012-2013 school year is to reduce the dropout rate by 28 percentage points to 2%.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	30% (255 students)	2%					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	3% (5 students)	80%					
		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					

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best practices/strategies to prevent students from dropping out	Secondary	Administrator	School /Wide	2012-2013	Monitor Drop Out Rate	Administration

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
Field Trips	Buses	Host Institution Sponsored	$0.00
Subtotal: $0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			$0.00
Subtotal: $0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide learning opportunities for all staff-best practices and strategies to prevent students from dropping out.	Professional library of materials on topics that deal with at risk students, classroom management and drop out students.	FEFP	$0.00

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

Subtotal: $0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
			$0.00
Subtotal: $0.00			
Total: $0.00			

End of Dropout Prevention Goal(s)

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 Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. Conflict with working hours	1.1. Have events throughout the course of the day	1.1. Administrator Family Coordinator	1.1. Involvement in ongoing events	1.1. Number of communications by email, phone or attendance to events.		

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

To increase Parental Involvement at School Functions	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
	Enter numerical data for current level of parent involvement in this box.	10% (55) of parents will participate in ongoing school functions				
		1.2. Transportation	1.2. Create carpools from predominant areas	1.2. Family Coordinator	1.2. Involvement in ongoing events	1.2. Attendance at functions
		1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Communication	Secondary	Administrator	School Wide	2012-2013	Monitor the number of calls, emails, parent meetings.	Administrator
How to facilitate parent/ teacher meetings	Secondary	Administrator	School Wide	2012-2013	Monitor process and outcome of parent/ teacher meetings	Administrator

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: $0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Monitor process and outcome of parent/teacher meetings	Provide refreshments at parent trainings, an estimate of one training per month, a minimum of 25 parents in attendance.	Title I	$150.00
Provide training in areas of interest to parents- example: presentation on topics that deal with raising teenagers, substance abuse, etc. Involve the community agencies such as the health department, etc.	Materials that support parent training- handouts, take away items from presenters, presenter fees (if applicable) Postage for parent's mail outs	Title I	$400.00 $250.00
Subtotal: $800.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $0.00			
Total: $800.00			

End of Parent Involvement Goal(s)

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

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

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

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
STEM Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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.					

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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)

Career and Technical Education (CTE) Goal(s)

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

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
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning					

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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	

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

1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:$10628.88
Mathematics Budget
Total:$6558.25
Science Budget
Total:$3852.25
Writing Budget
Total:$243.00
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget

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

	Total:
Parent Involvement Budget	
	Total:$800.00
Additional Goals	
	Total:
	Grand Total:$22083.38

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		
▢Priority	▢Focus	▢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.

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

☐ 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.
The EESAC will meet monthly to discuss, evaluate, and change processes or procedures that will continuously improve the overall performance of the students, staff or school climate. The School Improvement Plan strategies and assessment data will be reviewed, analyzed, and updated on an ongoing basis throughout the year

Describe the projected use of SAC funds.	Amount
School Attendance Initiatives	