

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

School Name: Tavares High School	District Name: Lake
Principal: June Dalton	Superintendent: Susan Moxley
SAC Chair: Sue Hackney	Date of School Board Approval: December 10, 2012

#### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

#### Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	June R. Dalton	M.Ed. Educational Leadership B.A. Physical Education Principal Certification ESOL 60 hours	3	21	<p>Tavares Middle School, 07-08, A grade, 67% reading proficiency, 65% math proficiency, 84% writing proficiency, 49% science proficiency; 68% reading learning gains, 73% math learning gains; 67% lowest 25% reading gains, 79% lowest 25% math gains; did not make AYP.</p> <p>Tavares Middle School, 08-09, A grade, 71% reading proficiency, 67% math proficiency, 84% writing proficiency, 50% science proficiency; 71% reading learning gains, 68% math learning gains; 77% lowest 25% learning gains in reading, 63% lowest 25% learning gains in math; did not make AYP.</p> <p>Tavares High School, 09-10, A grade, 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains proficiency; did not make AYP.</p> <p>Tavares High School, 10-11, B, 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP.</p> <p>Tavares High School, 11-12, Grade pending, 50% reading proficiency, 58% math proficiency, 85% writing proficiency, 61% learning gains in reading, 56% learning gains in math, 67% lowest 25% learning gains in reading, 61% lowest 25% learning gains in math. Did not make Target AMO in Reading but made it in Math.</p>
Assistant Principal	Edward Jones	M.Ed. Educational Leadership B.S. Education Business Education	4	15	Eustis High School, 07-08, C grade, 46% reading proficiency, 78% math proficiency, 86% writing proficiency, 41% science proficiency; 51% reading learning gains, 76% math learning gains; 44% lowest

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		Local Director of Vocational Ed VOE Middle School Endorsement ESOL 78 hours			<p>25% reading gains, 74% lowest 25% math gains; did not make AYP. Tavares High School, 08-09, B grade, 48% reading proficiency, 76% math proficiency, 79% writing proficiency, 44% science proficiency; 48% reading learning gains, 76% math learning gains; 48% lowest 25% learning gains in reading, 66% lowest 25% learning gains in math; did not make AYP.</p> <p>Tavares High School, 09-10, A grade, 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains; did not make AYP.</p> <p>Tavares High School, 10-11, B, 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP.</p> <p>Tavares High School, 11-12, Grade pending, 50% reading proficiency, 58% math proficiency, 85% writing proficiency, 61% learning gains in reading, 56% learning gains in math, 67% lowest 25% learning gains in reading, 61% lowest 25% learning gains in math. Did not make Target AMO in Reading but made it in Math.</p>
	Rick Montgomery	M.Ed., Educational Leadership B.S. Physical Education Health Education ESOL 78 hours	2.5 year	10	<p>Leesburg High School, 07-08, B grade, 39% reading proficiency, 73% math proficiency, 82% writing proficiency, 39% science proficiency; 48% reading learning gains, 75% math learning gains; 39% lowest 25% reading gains, 72% lowest 25% math gains; did not make AYP.</p> <p>Leesburg High School, 08-09, D grade, 40% reading proficiency, 72% math proficiency, 74% writing proficiency, 29% science proficiency; 41% reading learning gains, 67% math learning gains; 42% lowest 25% in reading, 58% lowest 25% in math; did not make AYP.</p> <p>Tavares High School, 09-10, A grade, 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains; did not make AYP.</p> <p>Tavares High School, 10-11, B, 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP.</p>

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					Tavares High School, 11-12, Grade pending, 50% reading proficiency, 58% math proficiency, 85% writing proficiency, 61% learning gains in reading, 56% learning gains in math, 67% lowest 25% learning gains in reading, 61% lowest 25% learning gains in math. Did not make Target AMO in Reading but made it in Math.
	Donald Dickson	Educational Leadership English 6-12 ESOL Endorsed 300 hrs.	16	0	<p>This is Mr. Dickson's first year as an Assistant Principal.</p> <p>Tavares High School, 08-09, B grade, 48% reading proficiency, 76% math proficiency, 79% writing proficiency, 44% science proficiency; 48% reading learning gains, 76% math learning gains; 48% lowest 25% learning gains in reading, 66% lowest 25% learning gains in math; did not make AYP.</p> <p>Tavares High School, 09-10, A grade, 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains; did not make AYP.</p> <p>Tavares High School, 10-11, B, 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP.</p> <p>Tavares High School, 11-12, Grade pending, 50% reading proficiency, 58% math proficiency, 85% writing proficiency, 61% learning gains in reading, 56% learning gains in math, 67% lowest 25% learning gains in reading, 61% lowest 25% learning gains in math. Did not make Target AMO in Reading but made it in Math.</p>

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**Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Judy Moreland	Reading, BA English 6-12, MA English 6-12 ESOL K-12, BA History	10	7	<p>Tavares High School, 07-08, B grade, 50% reading proficiency, 79% math proficiency, 82% writing proficiency, 39% science proficiency; 58% reading learning gains, 77% math learning gains; 57% lowest 25% reading gains, 72% lowest 25% math gains; did not make AYP.</p> <p>Tavares High School, 08-09, B grade, 48% reading proficiency, 76% math proficiency, 79% writing proficiency, 44% science proficiency; 48% reading learning gains, 76% math learning gains; 48% lowest 25% in reading, 66% lowest 25% in math; did not make AYP.</p> <p>Tavares High School, 09-10, A grade, 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains; did not make AYP.</p> <p>Tavares High School, 10-11, grade pending, 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP.</p> <p>Tavares High School, 11-12, Grade pending, 50% reading proficiency, 58% math proficiency, 85% writing proficiency, 61% learning gains in reading, 56% learning gains in math, 67% lowest 25% learning gains in reading, 61% lowest 25% learning gains in math. Did not make Target AMO in Reading but made it in Math.</p>

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**Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Use of searchsoft application system for qualified candidates	Principal	July 2012
2. Assign HQ mentor of new teachers	Teacher Quality Retention AP	August 2012
3. Regular meeting of new teachers with administration	Principal	On-going
4. Provide Administrative support to all new teachers	Administration	On-going
5. TOP Program	District Instructional Coach	On-going
6. TEAM	Administration	On-going

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***Non-Highly Effective Instructors***

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	TEAM assessment process, conferencing, professional development, CWT's, video's on what highly effective is, and collaboration

***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
68	10%(7)	18%(12)	44%(30)	28%(19)	43%(29)	99%(66)	8%(5)	12%(8)	22%(15)

***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Bonnie Watkins	Kimberly Abeele	Experienced teacher	Classroom visits, conferences and collaboration/TOP Program
Carolyn Lester	Mariellen Bradley	Experienced teacher and teaching same curriculum	Classroom visits, conferences and collaboration/TOP Program
Jeremy Langford	Erin Rosel	Experienced teacher and teaching in same field.	Classroom visits, conferences and collaboration/TOP Program



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Mary Drees	Jeremiah Thek	Experienced teacher and teaching in same field	Classroom visits, conferences and collaboration/TOP Program
Donna Timson	Barbara Augustine	Experienced Counselor and was 9 <sup>th</sup> grade counselor last year	Classroom visits, conferences and collaboration/TOP Program
Jackie Davenport	Kathleen Weber	Experienced Teacher	Classroom visits, conferences and collaboration/TOP Program

**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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education

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Career and Technical Education
Job Training
Other

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

<b>School-Based MTSS/RtI Team</b>
Identify the school-based MTSS leadership team. The school-based RtI Leadership Team consists of the Assistant Principal (Edward R. Jones), Literacy Coach(Judy Moreland), ESE Specialist(Michelle Mitchell), Support Facilitator (Ken Carmichel), Guidance Counselor(Barbara Augustine), School Psychologist(Camille Jones), Social Worker (Rachel Sadlemire).
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? The RtI leadership team will meet the monthly to analyze data from the FAIR Assessment and Edusoft tests. Based upon the data, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions about implementations.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The team is responsible for putting a data-based action plan together that will focus the school goals on meeting the needs of the students. The RtI team will oversee the implementation of the action plan, focusing on interpreting the data, on developing core instruction, and on planning strategies and activities for Tier I/II/III interventions. The team will meet the 2 <sup>nd</sup> Wednesday of each month, and other times as needed, to discuss and report on the status of the implementation of the plan.
<b>MTSS Implementation</b>
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. FCAT 2.0 results, Progress Monitoring and Reporting Network(PMRN), FAIR Assessment, EOC's, Writing Assessment. Also the following will be used: Edusoft Benchmark Exams, FCAT Star, Progress Monitoring: PMRN, Focus Lesson Assessment, Midyear: FAIR, DOE Math/Science and Writing Assessments, End of Year: FCAT 2.0 results, FAIR, EOC's and Writing. AS400/FIDO will be used for attendance and discipline.
Describe the plan to train staff on MTSS. The District will provide RtI training for Principals and RtI teams ongoing training and technical assistance will be offered as needed. Professional development will be provided during teachers' common planning time, during district in-service days, and during small sessions throughout the year. Professional development activities will be provided through in-services on differentiated instruction. Teacher's Professional Development plans will be monitored by their assigned administrators.
Describe the plan to support MTSS. The District School-Based MTSS/RTI Plan will be used.

***Literacy Leadership Team (LLT)***

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

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Assistant Principal, Literacy Coach, and at least one representative teacher from each curricular department
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy Coach is the chair. Team meets monthly to discuss increasing literacy activities within the school. An agenda and minutes are used for each meeting.
What will be the major initiatives of the LLT this year? The Literacy Leadership Team will analyze data for the areas that need attention. The LLT will formulate school wide literacy goals and monitor implementation of literacy strategies. This year the focus will be on reading in the content area.

**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.

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**\*Grades 6-12 Only** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Monthly department meetings will be held for content area, vocational and elective teachers to share best practices of how to integrate reading into every content area. The administration and/or designee will consult with teachers to ensure they have materials and information needed to facilitate reading in all content area. Each teacher is a member of a PLC. As a school we are focusing on content area teachers taking NG CAR-PD, as well as integrating reading strategies into every lesson. The administrative team conducts classroom walkthroughs, TEAM and target resources and strategies appropriately.	
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**\*High Schools Only**

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

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

Tavares High School offers courses in the Fine Arts, Foreign language and academic classes. Students can be trained in the skills of Agriculture, Health Science Education, Computer Technology, Culinary Arts and Game Simulation Animation Programming. We had an 88% pass rate on our industry certification exams. Students who excel on the FCAT 2.0 and benchmark tests will be provided the opportunity to take Honors and AP classes. Through a weekly homebase program, topics that help students see the	
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relationships between subjects and relevance to their future are presented.

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?

Through the vocational majors' programs, students select relevant courses that relate to their field of study. Through a weekly homebase program, topics such as careers and other relevant material, is presented. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy's field of work. Teachers coordinate course content and instructional strategies. Work-based learning opportunities for students tie classroom activities to internships with local employer partners. College and career counseling informs students about options and planning for employment and further education. Presently we have 4 CTE Academies: Culinary Arts, Agriculture, Game Simulation Animation Programming, and Health Science. Our plans are to add one more Academy called Legal Administrative Specialist by the beginning of the 2013-2014 school year. During the 7<sup>th</sup> and 8<sup>th</sup> grade, students are required to take a career and education planning course. The course must include educational planning online advising system, using the Florida Academic and Tracking for students at Facts.org(Facts.org is now part of the new Florida Virtual Campus), and shall result in completion of a personalized academic and career plan. Students and Guidance Counselors review these plans annually to verify that the course of study is meaningful.

### *Postsecondary Transition*

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

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

Tavares High School is committed to preparing our students for success beyond high school. Tavares High School's Career and Technical Education (CTE) student completers qualify for local or regional articulated postsecondary credit depending on program of study. CTE students earning industry certification qualify for state articulated credit in select programs. Students with Disabilities are transitioned through career experience, career placement, and transition IEPs which identifies their career goals. Students at Tavares High School are also involved in Dual Enrollment and Advanced Placement classes that prepare them for college and technical centers. Tavares Guidance Counselors are very involved in making sure that the students meet all the requirements as well as take the necessary courses to graduate high school and begin their college and workforce careers. All juniors are given the Pert test. Those students who do not do well in the math area are remediated by taking the Math for College Readiness Class. Presently we have 4 CTE Academies: Culinary Arts, Agriculture, Game Simulation Animation Programming, and Health Science. Our plans are to add one more Academy called Legal Administrative Specialist by the beginning of the 2013-2014 school year.

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. Attendance rate of students	1A.1. Modification of district attendance policy. School Messenger Department meetings/Collaboration	1A.1. AP in-charge of attendance	1A.1. Monitoring esempler and conferences with counselors	1A.1. Quarterly attendance reports and AS400.
Reading Goal #1A: <i>Increase students scoring at Achievement Level 3 on the 2013 FCAT 2.0 from 20% to 25%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20%[121]	25%[155]					
			1A.2. Lack of motivation	1A.2. Cross curricular instruction with access to honors classes. AVID Program 9 <sup>th</sup> and 10 <sup>th</sup> grade.	1A.2. Principal, AP in-charge of AVID Program and Counselors.	1A.2. Collaboration notes and review of progress reports and report cards.	1A.2. Fair testing, Benchmark testing.
		1A.3. Socio-Economic factors	1A.3. Continue using strategies learned through poverty awareness staff development.	1A.3. Literacy Coach	1A.3. Collaboration notes and review of progress reports and report cards.	1A.3. Fair testing and Benchmark testing.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. Lack of rigor in core instruction.	2A.1. Supplement the curriculum with more challenging materials. Ensure all level 4 and 5 students are in honor classes or AP classes. Common core exemplars FCAT test item text complexity.	2A.1. AP in-charge of curriculum	2A.1. Monitoring exemplar for grades, monitor Fair testing, CWT's, TEAM and lesson studies	2A.1. Fair Data, CWT data, TEAM data, common assessments, edusoft and Benchmark testing, 2013 FCAT 2.0.d
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>To increase the students scoring at or above Achievement Levels 4 on the 2013 FCAT 2.0 from 29% to 34%</i>	29%[180]	34%[211]					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1. All students who are below proficiency in reading.	3A.1. Resource time, support facilitation in small groups in language art classes for students who are ESE eligible.	3A.1. ESE Department Chair and Curriculum AP	3A.1. FAIR Testing, Progress Reports, report cards, consultation logs and IEP goals.	3A.1. FAIR data, Edusoft data for assessments, Benchmark testing. 2013 FCAT 2.0 Reading
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>To increase the percentage of student making learning gains on the 2013 FCAT 2.0 from 62% to 67%</i>	62%[384]	67%[415]					
			3A.2. Economically Disadvantaged.	3A.2. Tutoring during school through E20/20	3A.2. Curriculum AP	3A.2. RTI	3A.2. Fair data, Edusoft data for assessments. 2013 FCAT 2.0 Reading
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. All students who are below proficiency in reading	4A.1. Resource time, support facilitation in small groups in language art classes for students who are ESE eligible All level one students are in 90 minute everyday intensive reading classes.	4A.1. ESE Department Chair and Curriculum AP.	4A.1. FAIR Testing, Benchmark testing, progress reports, consultation logs, and IEP goals.	4A.1. FAIR Data, Edusoft data for assessments, Benchmark data.
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the percentage of students in lowest 25% making learning gains on the 2013 FCAT 2.0 from 67% to 69%</i>	67%[415]	69%[428]					
			4A.2. Economically Disadvantaged.	4A.2. Tutoring during school through E20/20	4A.2. Curriculum AP	4A.2. RTI	4A.2. Fair Testing, Edusoft data for assessment, Benchmark data 2013 FCAT 2.0 for Reading
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.



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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>		American Indian: NA Asian: 71% Black/African American: 26% Hispanic: 37% White: 54%	American Indian: NA Asian: 97% Black/African American: 39% Hispanic: 58% White: 64%	American Indian: NA Asian: 97% Black/African American: 45% Hispanic: 62% White: 68%	American Indian: NA Asian: 97% Black/African American: 51% Hispanic: 66% White: 71%	Am Ind: NA Asian: 98% Black/African American: 57% Hispanic: 70% ELL: NA SWD: 59% Econ Disadv: 67%	Am Ind: NA Asian: 98% Black/African American: 64% Hispanic: 75% ELL: NA SWD: 65% Econ Disadv: 72%
<u>Reading Goal #5A:</u> <i>In six years THS will reduce our achievement gap by 50% in reading on the FCAT 2.0 for the following subgroups: Asian, Black/African American, Hispanic, White, SWD, and Economically Disadvantage.</i>			ELL: NA SWD: 18% Econ Disadv: 37%	ELL: NA SWD: 42% Econ Disadv: 53%	ELL: NA SWD: 48% Econ Disadv: 58%	ELL: NA SWD: 53% Econ Disadv: 63%		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5B.1. Am. Indian: N/A Asian: Lack of motivation Black/African Indian: Lack of motivation Hispanic: Lack of motivation White: Lack of motivation	5B.1. Encourage more content area teachers to take NG CAR-PD and use the techniques in classes.	5B.1. Curriculum AP	5B.1. Review of progress reports, report cards.	5B.1. FAIR Testing, Edusoft data Benchmark data, FCAT 2.0 in reading.	
<u>Reading Goal #5B:</u> <i>Decrease the percent of students in the subgroups not making satisfactory progress on the 2013 FCAT 2.0 in reading:</i>  <i>Am. Indian NA Asian 29% to 3%</i> <i>Black/African American 74% to 61%</i> <i>Hispanic 63% to 42%</i> <i>White 49% to 36%</i>			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
			Am Indian: N/A Asian: 29%[6] Black/African Am: 74%[54] Hispanic: 63%[47] White: 46%[198]	Am Indian: N/A Asian: 3%[1] Black/African Am: 61%[45] Hispanic: 42%[31] White: 36%[71]				
			5B.2. Lack of parental involvement	5B.2. Tutoring, increase communication with parents, use of parental eSembler accounts	5B.2. Curriculum AP	5B.2. Teacher call log, parent teacher conferences	5B.2. Climate survey, progress reports, report cards, 2013 FCAT 2.0, and AMO report	
			5B.3. Attendance rate of students	5B.3. Modification of District Attendance Policy, School Messenger	5B.3. Curriculum AP	5B.3. Monitoring eSembler and conferences with counselors	5B.3. Quarterly attendance report	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Reading Level	5D.1. Individual assistance resource, support fiacilitation	5D.1. ESE Department Chair, ESE teachers, ESE School Specialist, Curriculum AP	5D.1. Teacher call log, parent teacher conferences, counselor conferences	5D.1. Fair testing, eSembler, progress reports, report cards, 2013 FCAT 2.0 Reading
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>To decrease the number of students with Disabilities (SWD) not making satisfactory progress in reading on the 2013 FCAT 2.0</i>	82%[13]	58%(20)					
			5D.2. Attendance	5D.2. . Modification of District Attendance Policy, School Messenger, reports to School Social Worker	5D.2. ESE Department Chair, ESE teachers, ESE School Specialist, School Social Worker Curriculum AP	5D.2. Teacher call log, parent teacher conferences, counselor conferences, social worker visit logs	5D.2. Quarterly Attendance Report, eSembler, progress reports, report cards, 2013 FCAT 2.0 Reading
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Lack of parental involvement, (lack of assistance at home)	5E.1. Tutoring, increase communication with parents, use of parental eSembler accounts	5E.1. Teachers, Counselors and Administrators	5E.1. Phone logs, conference logs, monitor parental access to esembler, climate survey	5E.1. Climate survey, progress reports, report cards, 2013 FCAT 2.0
<b>Reading Goal #5E:</b>  <i>To decrease the number of economically disadvantaged students not making satisfactory progress from 57% to 50%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57%[154]	50%[135]					
			5E.2. Attendance rate of students	5E.2. School Messenger, grade restoration program, conferencing with students and parents	5E.2. AP for attendance and Counselors	5E.2. Attendance reports	5E.2. Attendance reports
			5E.3. Lack of access to technology	5E.3. Access to computers before, after, and during lunch	5E.3. Media Specialist	5E.3. Sign-in logs for media center	5E.3. Check Destiny

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NG CAR-PD	All	Literacy Coach	Content Area Teachers who want NG CAR-PD certification	Planning Periods	Sign up and evaluation sheets	Literacy Coach
CTE Integrated Reading	All	CTE staff and consultants	CTE Instructors	June 2012-July 2013	Walkthroughs, progress monitoring and TEAM	CTE Staff and Administration

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**Reading Budget** (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

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
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. Home Environment where native language is spoken and not English	1.1. Rosetta Stone, Differentiated instruction, Progress Monitor, ELL modifications	1.1. Counselor in-charge of ELL Program	1.1. ELL modifications, progress monitoring, progress reports	1.1. eSembler, progress reports, report cards, Benchmark testing, Fair testing, Cella testing, monitoring of Rosetta Stone
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>Increase the students scoring proficient in listening/speaking from 75% to 80%</i>	75%[9]					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English 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
<b>2. Students scoring proficient in reading.</b>		2.1. Home Environment where native language is spoken and not English	2.1. Rosetta Stone, Differentiated instruction, Progress Monitor, ELL modifications	2.1. Counselor in-charge of ELL Program	2.1. ELL modifications, progress monitoring, progress reports	2.1. eSembler, progress reports, report cards, Benchmark testing, Fair testing, Cella testing, monitoring of Rosetta Stone
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
<i>Increase the students scoring proficient in reading from 42% to 50%</i>	42%[5]					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
<b>3. Students scoring proficient in writing.</b>		3.1. Home Environment where native language is spoken and not English	3.1. Rosetta Stone, Differentiated instruction, Progress Monitor, ELL modifications	3.1. . Counselor in-charge of ELL Program	3.1. ELL modifications, progress monitoring, progress reports	3.1. eSembler, progress reports, report cards, Benchmark testing, Fair testing, Cella testing, monitoring of Rosetta Stone
<b>CELLA Goal #3:</b>  <i>Increase the students scoring proficient in writing from 50% to 55%</i>	2012 Current Percent of Students Proficient in Writing :					
	50%[6]					
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.

**CELLA 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
No Data	No Data	No Data	No Data
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount

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NA	NA	NA	0.00	
				<b>Subtotal: 0.00</b>
				<b>Total: 0.00</b>

*End of CELLA Goals*

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**Florida Alternate Assessment High School Mathematics Goals**

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

<b>High School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	



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Based on 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
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
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
<b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1. Lack of basic skills	1.1. Tutoring, Bell ringers, Computer base math, FCIM, Monitor lesson plans, Differentiated Instruction, Instructional Focus Calendar.	1.1. Math Department Chair and AP for curriculum.	1.1 Benchmark testing, common assessments, collaboration, monitor assessment results.	1.1. Edusoft ,2013 EOC, Lesson Plans, Benchmark testing, mini-assessments, CWT, Team.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase students achieving proficiency from 36% to 40%	36%(99)	40%(110)					
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1 Lack of rigor in core instruction.	2.1 Ensure that all level 4 and 5 students are in honor classes or AP classes. Common Board Configuration. Supplement the curriculum with higher order questions/materials. Use of Common Core Standards.	2.1. Assistant Principal in-charge of curriculum.	2.1. Monitoring esembler for grades, benchmark data, monitor lesson plans.	2.1. Edusoft ,2013 EOC, Lesson Plans, Benchmark testing, mini-assessments, CWT, Team.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase students achieving proficiency from 6% to 10%	6%(16)	10%(27)					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  In six years, THS will reduce the achievement gap by 50% in the following subgroups: Black/African American, Hispanic, White, Students with Disabilities, and Economically Disadvantage.	<b>Baseline data 2010-2011</b>		American Indian: NA Asian: 75% Black/African American: 35% Hispanic: 42% White: 52% ELL: NA SWD: 45% Econ Disad: 44%	American Indian: NA Asian: NA Black/African American: 41% Hispanic: 48% White: 57% ELL: NA SWD: 50% Econ Disad: 49%	American Indian: NA Asian: NA Black/African American: 47% Hispanic: 53% White: 61% ELL: NA SWD: 55% Econ Disad: 54%	American Indian: NA Asian: NA Black/African American: 53% Hispanic: 58% White: 65% ELL: NA SWD: 60% Econ Disad: 59%	American Indian: NA Asian: NA Black/African American: 59% Hispanic: 63% White: 70% ELL: NA SWD: 65% Econ Disad: 64%	American Indian: NA Asian: NA Black/African American: 65% Hispanic: 69% White: 74% ELL: NA SWD: 70% Econ Disad: 70%
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>  Algebra 1 Goal #3B:  <i>Decrease the student subgroups by ethnicity not making satisfactory progress in Algebra 1 from White 62% to 43% Black 67% to 59% Hispanic 63% to 52% Asian NA American Indian N/A</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3B.1. White, Black, and Hispanic: Lack of parental involvement(lack of assistance at home) poor attendance, lack of access to technology Asian: NA American Indian: NA  3B.2.  3B.3.	3B.1. Tutoring, increase communication with parents, use of parental eSembler accounts, parent conferences, use of Penda, access to technology  3B.2.  3B.3.	3B.1. Teachers, Counselors, Administrators  3B.2.  3B.3.	3B.1. Phone logs, conference logs, monitor parental access to eSembler, climate survey, monitoring tutoring and tutoring attendance records  3B.2.  3B.3.	3B.1. Climate survey, progress reports, report cards, attendance records from tutoring, EOC exam  3B.2.  3B.3.	
	White: 62%[115]	White: 43%[80]						
	Black:67%[16]	Black: 59%[14]						
	Hispanic: 63%[17]	Hispanic: 52%[14]						
Asian: N/A	Asian: 0%							
American Indian: NA	American Indian: NA							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<u>Algebra 1 Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1. Lack of Math skills	3D.1. Tutoring, increase communication with parents, use of parental eSembler accounts, parent conferences, use of Penda, Individual help, resource room, Support Facilitation	3D.1. ESE and Regular Ed. Teachers, Counselors, Administrators	3D.1. Phone logs, conference logs, monitor parental access to eSembler, climate survey, monitoring tutoring and tutoring attendance records	3D.1. Climate survey, progress reports, report cards, attendance records from tutoring, EOC exam
<u>Algebra 1 Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
67% of the students with Disabilities did not make satisfactory progress in Algebra I. Our goal is to decrease the number of students with disabilities not making satisfactory progress from 67% to 50%	67%[8]	50%[16]					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1. Lack of Math skills, lack of motivation/interest.	3E.1. Tutoring, increase communication with parents, use of parental eSembler accounts, parent conferences, use of Penda	3E.1. Teachers, Counselors, Administrators	3E.1. Phone logs, conference logs, monitor parental access to eSembler, climate survey, monitoring tutoring and tutoring attendance records	3E.1. Climate survey, progress reports, report cards, attendance records from tutoring, EOC exam
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Decrease the number of Economically Disadvantaged students not making satisfactory progress in Algebra I from 67% to 41%</i>	67%[101]	41%[62]					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1 Lack of basic skills	1.1 Tutoring, Bell ringers, Computer base math, FCIM, Monitor lesson plans, Differentiated Instruction, Instructional Focus Calendar.	1.1. Math Department Chair and AP for curriculum.	1.1 Benchmark testing, common assessments, collaboration, monitor assessment results.	1.1. Edusoft ,2013 EOC, Lesson Plans, Benchmark testing, mini-assessments, CWT, Team.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No Data Available	No Data Available	No Data Available					
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1. Lack of basic skills	2.1. Tutoring, Bell ringers, Computer base math, FCIM, Monitor lesson plans, Differentiated Instruction, Instructional Focus Calendar.	2.1. Math Department Chair and AP for curriculum.	2.1. Benchmark testing, common assessments, collaboration, monitor assessment results.	2.1. Edusoft ,2013 EOC, Lesson Plans, Benchmark testing, mini-assessments, CWT, Team.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No Data Available	No Data Available	No Data Available					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.



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

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

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Penda	All/Math	Math Dept.	School Wide as needed	Monthly early release	Sign-up sheet/Penda Reports	AP for Curriculum
Differentiated Instruction	All/Math	Curriculum Team	School Wide as needed	Monthly early release	Sign-up sheet/Edusoft reports	AP for Curriculum
Edusoft	All/Math	Literacy Coach	School Wide as needed	Monthly early release	Sign-up sheet/Edusoft reports	AP for Curriculum

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

**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
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No. Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of Mathematics Goals*

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

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*

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

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

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

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1. Lack of questioning techniques	1.1. Daily non-written assessments, exit questions, “slap” walls, department wide common assessments, focus on vocabulary, common core standards	1.1. Department chair and teachers, Curriculum AP	1.1. Common assessments, projects, lab write ups, lesson plans, CWT, TEAM	1.1. 2013 EOC, Edusoft, collaboration notes, CWT, lab doc forms
Biology 1 Goal #1: <i>No Data Available</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>No Data Available</i>	<i>No Data Available</i>					
			1.2. Lack of note taking skills	1.2. Cornell Notes	1.2. Department chair and teachers, Curriculum AP	1.2. Common assessments, benchmark testing, projects and labs, CWT, TEAM	1.2. 2013 EOC, Edusoft, benchmark testing, collaboration CWT, TEAM
			1.3. Content understanding	1.3. Cornell Notes, Differentiated instruction, Instructional Focus Calendar, NG CARPD for teachers	1.3. Department chair and teachers, Curriculum AP	1.3. Common assessments, benchmark testing, projects and labs, CWT, TEAM	1.3. 2013 EOC, Edusoft, benchmark testing, collaboration, CWT, TEAM
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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1. Lack of rigor	2.1. Inquiry lesson, Cornell notes, differentiated instruction	2.1. Department chair and teachers, Curriculum AP	2.1. Common assessments, projects, labs, benchmark testing, increase the number of AP completers and percentage of passes AP exams, lesson plans, CWT, TEAM	2.1. 2013 EOC, Edusoft, AP exam results, Collaboration notes, benchmark testing, collaboration, CWT, TEAM
Biology 1 Goal #2: <i>No Data Available</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>No Data Available</i>	<i>No Data Available</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology 1 EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry-bases lesson plans	All Science	LCS Program Specialists	Science Teachers	Scheduled meetings throughout the year	Staff Development Sign-in Logs	AP for Curriculum
Differentiated Instruction	All Science	Curriculum Team	Science Teachers	Scheduled as needed	Sign-up logs, Edusoft reports	AP for Curriculum
PENDA	All Science	Penda Trainer	Science Teachers	Scheduled as needed	PENDA reports	AP for Curriculum

**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	
No Data	No Data	No Data	0.00	
				<b>Subtotal: 0.00</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
No Data	No Data	No Data	0.00	
				<b>Subtotal: 0.00</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
No Data	No Data	No Data	0.00	
				<b>Subtotal: 0.00</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
No Data	No Data	No Data	0.00	
				<b>Subtotal: 0.00</b>
				<b>Total: 0.00</b>

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

*End of Science Goals*

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. Formulaic Writing, Additional stress of conventions having more weight	1A.1. Direct grammar instruction, common core PD	1A.1. Classroom teachers	1A.1. Benching testing	1A.1. Benchmark reports and 2013 FCAT Writes Plus
<b>Writing Goal #1A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the percent of students scoring at Achievement Level 3.0 and higher in writing from 85% to 90%</i>	85%(253)	90%(268)					
			1A.2. Lack of basic skills	1A.2. Continue use of peel	1A.2. Department chairs	1A.2. Classroom grades/progress reports and report cards	1A.2. eSembler
			1A.3. Not enough writing in content areas	1A.3. NG CAR-PD, Avid Program, Cornell notes, Differentiated Instruction, Edusoft, and PLC Collaboration	1A.3. Literacy Coach	1A.3. Walk-throughs, classroom observations, coaching	1A.3. Observation notes, TEAM
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Writing Goal #1B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.



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

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Program	All grades	AVID Elective Teacher	School-Wide	Monthly Early Release	Sign-in logs, progress reports, report cards, Edusoft	Curriculum AP, AVID Elective Teacher, Department Chairs
Cornell Notes	All grades	AVID Elective Teacher	School-Wide	Monthly Early Release	Sign-in logs, progress reports, report cards, Edusoft	Curriculum AP, AVID Elective Teacher, Department Chairs
Differentiated Instruction	All grades	Curriculum Team	School-Wide as needed	Monthly Early Release	Sign-in sheets/Edusoft Reports	Curriculum AP
Edusoft	All	Testing Coordinator	School-Wide as needed	Monthly Early Release	Sign-in sheets/Edusoft Reports	Curriculum AP
PLC Collaboration	All	Dept. Chair	School-Wide	Monthly Release	Sign-in sheets/Minutes	Department Chairs

**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			

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

Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of Writing Goals*

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>No Data</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>No Data</i>	<i>No Data</i>					
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>No Data</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>No Data</i>	<i>No Data</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

**U.S. History Professional Development**

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	0.00
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
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
<b>1. Attendance</b>			1.1. . Socio-economic status of student families.	1.1. Effects of poverty in-service School Messenger for absences and tardies Esembler Child study team meetings(RTI) Computer based student "check-in, check-out" system Differentiated instruction School Board Approved Alternative Attendance Policy	1.1. Literacy Coach AP for attendance Guidance counselors Attendance clerk AP for Curriculum	1.1. Monthly in-services Updating/monitoring of school messenger Parent and student access to Esembler RTI meeting notes Students monitored by "Check-in/out" system. Progress reports, report cards	1.1 Detail reports of absences and tardies. Esembler reports Guidance notes/reports AS400 report CWT, progress reports, report cards
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>Increase the current rate of attendance from 93.92% to 95% for the school year 2012-2013</i>	93.92%[1131]	95%[1144]					
<i>Decrease the number of students with excessive absences(20 or more) from 6.74% to 6% for school year 2012-2013. Data is for 20 or more not 10 or more.</i>	<u>2012 Current Number of Students with Excessive Absences (20 or more)</u> 6.74%[113]	<u>2013 Expected Number of Students with Excessive Absences (20 or more)</u> 6%[74]					
<i>Decrease the number of students with excessive tardies (10 or more) from 23% to 20% for school year 2012-2013</i>	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> 23%[282]	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> 20%[248]	1.2 Lack of motivation	1.2. Effects of poverty in-service School Messenger for absences and tardies Esembler Child study team meetings(RTI) Computer based student "check-in, check-out" system Differentiated instruction, School Board Approved Alternative Attendance Policy	1.2. Literacy Coach AP for attendance Guidance counselors Attendance clerk AP for Curriculum	1.2. . Monthly in-services Updating/monitoring of school messenger Parent and student access to Esembler RTI meeting notes Students monitored by "Check-in/out" system. Progress reports, report cards	1.3. Detail reports of absences and tardies. Esembler reports Guidance notes/reports AS400 report CWT, progress reports, report cards
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	All	Curriculum Team	School-Wide as needed	Monthly early release	Sign-in sheets/Edusoft reports/Quarterly attendance reports	Curriculum AP and AP in-charge of attendance

**Attendance Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	0.00	
				<b>Subtotal: 0.00</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	0.00	
				<b>Subtotal: 0.00</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	0.00	
				<b>Subtotal: 0.00</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
N/A	N/A	N/A	0.00	
				<b>Subtotal: 0.00</b>

*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				
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
<b>1. Suspension</b>			1.1. Teachers implementing inclusion effectively in all courses as well as differentiated instruction	1.1. Inclusion Professional development instruction as well as differentiated instruction, RTI	1.1.ESE Specialist & Department Head as well as AP for curriculum	1.1. Consultation meetings/logs, progress reports, report cards, student and parent conferences	1.1. Discipline reports, documented student and parent conferences
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>Reduce the number of students being suspended from 121 to 100</i>	<i>We do not have an in-school suspension program</i>	N/A					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>We do not have an in-school suspension program</i>	N/A					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<i>121</i>	<i>100</i>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>121</i>	<i>100</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inclusion	All	ESE Specialist & Department Chairs, District ESE, District Profession Development Department	School-Wide as needed	Monthly Early Release	Sign-in Sheets/Edusoft Reports/Quarterly Attendance Reports/progress reports/report cards	Curriculum AP/Attendance AP
Differentiated Instruction	All	Curriculum Team	School-Wide as needed	Monthly Early Release	Sign-in sheets/Edusoft reports/quarterly attendance reports/progress reports/report cards	Curriculum AP/Attendance AP

**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
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			<b>Subtotal: 0.00</b>



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Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*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
<b>1. Dropout Prevention</b>			1.1. Retained Students	1.1. E20/20, Differentiated instruction	1.1. Senior Counselor, Curriculum AP, AP for 12 <sup>th</sup> grade	1.1. Grades/report cards	1.1. eSembler, E20/20, progress reports, report cards
<b>Dropout Prevention Goal #1:</b>  <i>Data Not Available</i>  *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Data Not Available</i>	1%[12]					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Data Not Available</i>	90%[272]					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

### Dropout Prevention Professional Development

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

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	ALL	Curriculum Team	School-Wide	Monthly Release	Sign-in sheets, progress reports, report cards, meeting with guidance counselors	Curriculum AP, AP for 12 <sup>th</sup> grade, 12 <sup>th</sup> grade counselor

**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
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount

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

			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1. Socioeconomic status/scheduling meeting times	1.1. Monthly SAC meetings, Academic Boosters, announcements, flyers	1.1. Curriculum AP, SAC Chair, Academic Booster Chair	1.1. Collaboration/discussion at monthly meeting/member attendance	1.1. Sign in sheets, parental surveys, SAC minutes, Academic booster minutes
<b>Parent Involvement Goal #1:</b>  <i>Increase parent involvement from 20% to 25%</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	20%[312]	25%[390]					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	0.00
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of Parent Involvement Goal(s)*

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>STEM Goal #1:</b>  <i>To further integrate Science, English, and Math into all CTE curriculums. Academic alignment of most CTE courses is completed for Math and Science. The addition of common core state standards for English language arts &amp; literacy into CTE curriculum will be a very positive step. Also the addition of writing into all CTE courses will be a priority.</i>	1.1. Existing norms, existing CTE state standards, Academic alignment of most CTE courses is in Math and Science only.	1.1. Collaboration, Inter-Department meetings, Professional Development, using science and math to solve real world problems, tapping into topics relevant to the students, utilizing complex text and DBQ's in core classes as well as CTE	1.1. Department Chairs, Administration	1.1. Progress reports, report cards	1.1. 2013 FCAT 2.0 testing, eSembler, Benchmark testing, Climate survey, Edusoft
	1.2. Lack of Technology, Low student reading levels	1.2. Encourage more content area teachers to take NG CAR-PD and use the techniques in classes, Collaboration	1.2. Department Chairs, Teachers, Administration	1.2. Progress reports, report cards	1.2. 2013 FCAT 2.0 testing, eSembler, Benchmark testing, climate survey, Edusoft
	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.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NG CAR-PD	All	Literacy Coach	School-Wide	Monthly early release	Sign-in sheets	Literacy Coach

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

**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
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	0.00
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of STEM Goal(s)*

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

**Career and Technical Education (CTE) Goal(s)**

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>CTE Goal #1:</b> <i>To add the Academy "Legal Administrative Specialist" by the beginning of the school year 2013-2014.</i></p> <p><b>CTE Goal #2:</b> <i>To obtain an overall pass rate of 90% on the industry certification exams for each academy by 2014-2015 school year.</i></p> <p><b>CTE Goal #3:</b> <i>Increase the number of CTE teachers certified in CARPD/NG-CATER</i></p>	1.1. Scheduling	1.1. Department meetings for student scheduling, giving input to administration for CTE scheduling, student recruitment, collaboration	1.1. Guidance Department, teacher in-charge of the Academy, in school Academy Advisory Team	1.1. In school Academy Advisory Team discussions and reports	1.1. Master Schedule, Student schedules, Class "A" scheduler
	1.2. Lack of study materials	1.2. Obtain updated study materials for students extra time for tutoring and pre-tests, department meetings, collaboration	1.2. Guidance Department, teacher in-charge of the Academy, in school Academy Advisory Team, Curriculum AP	1.2. The actual percentage of students passing each academies industry certification test	1.2. Number of study materials obtained, Academies industry certification test scores
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
<small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Collaboration	All	Dept. Chair	School-Wide as needed	Monthly early release	Sign-in sheets/PLC minutes	Dept. Chairs/Curriculum AP
CTE PD	All	District CTE	CTE teachers as needed	Beginning of School/Monthly early release	Sign-in sheets	CTE Department Chair/Curriculum AP



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

**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
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	0.00
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Additional Goal</b> <b>Safety and Security</b>			1.1. Attitude that nothing bad is going to happen	1.1. Drills in accordance with School Board Policy and procedures as well as following District Safety policies, safety in-services, ID badges for all staff and students, single point of entry.	1.1. Administration	1.1. Safety inspections, Drill reports, safety reports, monitoring, duty stations morning and afternoon	1.1. Climate survey, SESIR Data, safety reports, accident reports	
<b>Additional Goal #1:</b>		2012 Current Level :*						2013 Expected Level :*
<i>To continue to improve and ensure the safety and security for students faculty and staff at our school.</i>		NA						NA
			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						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Safety In-Services	All	Safe School Coordinator	School-Wide As Needed	Monthly early Release	Sign-in Sheet	AP in-charge of Safety

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	0.00
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of Additional Goal(s) for Safety and Security*

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

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

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
<b>1. Additional Goal</b> <u>Anti-Bullying Program</u>			1.1. Staff awareness of on campus bullying	1.1. Train new teachers regarding the strategies of anti-bullying, District in-service	1.1. Administration	1.1. Following the district anti-bully policy	1.1. Number of referrals for bullying
<b>Additional Goal #1:</b>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<i>To continue to have zero incidents of bullying at Tavares High School, both on campus and via the internet</i>			None	None.			
			1.2. Difficulty of monitoring cyber bullying	1.2. Use of Student Resource Officer(SRO) when incidents are reported	1.2. SRO and AP in-charge of discipline	1.2. Following the District anti-bullying policy	1.2. Number of referrals for bullying
			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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bullying	All	Safe Schools Coordinator	School-Wide	Scheduled by District	Discipline Referrals	Administration

**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)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
			<b>Subtotal: 0.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	0.00
			<b>Subtotal: 0.00</b>
			<b>Total: 0.00</b>

*End of Additional Goal(s) for Anti-Bullying Program*

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

	<b>Problem-Solving Process to Increase Student Achievement</b>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Additional Goal(s)</b>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:							
<b>1. Additional Goal Technology</b>			1.1. Teacher proficiency with the new technology	1.1. In-service and encourage teachers on use of WIFI technology. Continue to in-service teachers on electronic resources, E-boxes, online databases	1.1. Tech cons, ILS, Administration	1.1. Surveys, Edusoft reports	1.1. Sign-in sheets
<b>Additional Goal #1:</b>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<i>Improve Teacher Technical knowledge and skills to improve student academic achievement in all areas of instruction.</i>	90%[60]	95%[64]					
			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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
eSembler	All	ILS	School-Wide	As needed	Sign-in sheets	ILS/Administration
Edusoft	All	Testing Coordinator	School-Wide	As needed	Sign-in sheets	Testing Coordinator/Administration
Moodle	All	ILS	School-Wide	As needed	Sign-in sheets	ILS/Administration
PD360	All	TQR	School-Wide	As needed	Sign-in sheets	TQR/Administration

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
No Data	No Data	No Data	0.00

**Subtotal: 0.00**

**Technology**

Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00

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

<b>Subtotal: 0.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	0.00
<b>Subtotal: 0.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	0.00
<b>Subtotal: 0.00</b>			
<b>Total: 0.00</b>			

*End of Additional Goal(s) for Technology*

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

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: 0.00</b>
<b>CELLA Budget</b>	<b>Total: 0.00</b>
<b>Mathematics Budget</b>	<b>Total: 0.00</b>
<b>Science Budget</b>	<b>Total: 0.00</b>
<b>Writing Budget</b>	<b>Total: 0.00</b>
<b>Civics Budget</b>	<b>Total: 0.00</b>
<b>U.S. History Budget</b>	<b>Total: 0.00</b>
<b>Attendance Budget</b>	<b>Total: 0.00</b>
<b>Suspension Budget</b>	<b>Total: 0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total: 0.00</b>
<b>Parent Involvement Budget</b>	<b>Total: 0.00</b>
<b>STEM Budget</b>	<b>Total: 0.00</b>
<b>CTE Budget</b>	<b>Total: 0.00</b>
<b>Additional Goals</b>	<b>Total: 0.00</b>
<b>Grand Total: 0.00</b>	



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

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

X Yes       No

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

Describe the activities of the SAC for the upcoming school year.
Tavares High School's Advisory Council meets monthly during the school year. The council is elected by the school's stakeholders (parents, community members, staff) as described in the School Advisory the school's stakeholders (parents, community members, staff) as described in the School Advisory Council's bylaws. It is composed of community and parent representatives (this group represents the largest percentage of voting members) as well as members of the school's staff. The primary function of the council is to develop and oversee the implementation of the School Improvement Plan and the School Improvement Plan's Budget. The council's meetings are open to the public and input is solicited, although only duly-elected council members are allowed to make motions and cast votes. A quorum must be present in order for motions to be made and action to be taken. Meetings are announced in advance via the school website e-mail and the school message board .

Describe the projected use of SAC funds.	Amount
Teaching supplies and materials	0.00