Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Haines City High School	District Name: Polk County Schools
Principal: Patricia Butler	Superintendent: Dr. Sherrie Nickell
SAC Chair: Tony McQueer	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

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List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Patricia Butler	BA-Elementary Education, Master of Science-Educational Leadership Certifications- Elem. Ed., Business Ed., Media Specialist, ESOL Endorsement, Local Director of Vocational Education, Educational Leadership	10	7	2011-2012 HCHS, Grade: TBD. Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%. 2010-2011 HCHS, Grade: B. Reading Mastery: 29%, Math Mastery: 59%, Science Mastery: 23%, Writing Mastery: 69%, AYP: No. 2009 – 2010 AP HCHS, Grade: C , Reading Mastery: 38%, Math Mastery: 65%, Science Mastery 31%, AYP: No 2008 – 2009 AP HCHS, Grade: D, Reading Mastery: 37% , Math Mastery: 67% , Science Mastery:24% , AYP: No. 2007-2008 AP HCHS, Grade: C, Reading Mastery: 35% , Math Mastery: 62% , Science Mastery:20% , AYP: No 2006-2007 AP HCHS, Grade: F, Reading Mastery: 18% , Math Mastery: 39% , Science Mastery:15% , AYP: No
Assistant Principal	Amanda Waters		1	?	2011-2012 HCHS, Grade: TBD. Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%. 2010-2011 Lake Alfred-Addair Middle School, Grade: D. Reading Mastery: 43%, Math Mastery: 30%, Science Mastery: 29%, Writing Mastery: 67%, AYP: No. 2009 – 2010 AP HCHS, Grade: C , Reading Mastery: 45%, Math Mastery: 40%, Science Mastery 22%, Writing Mastery 82% AYP: No 2008 – 2009 AP HCHS, Grade: C, Reading Mastery:48% , Math Mastery: 35% , Science Mastery:20% , Writing Mastery: 92% AYP: No. 2007-2008 AP HCHS, Grade: C, Reading Mastery: 43% , Math Mastery: 43% , Science Mastery:24% , Writing Mastery: 78% AYP: No

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Assistant Principal	Alfonso McDaniel	BA Secondary Education. Master of Science Educational Leadership. Certifications- Secondary Science/Biology. Mid grade Science. ESOL Health Educational Leadership	7	9	• 2011-2012 HCHS, Grade: TBD. Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%. • 2010-2011 HCHS, Grade: B. Reading Mastery: 29%, Math Mastery: 59%, Science Mastery: 23%, Writing Mastery: 69%, AYP: No. • 2009 – 2010 Assistant Principal, HCHS, Grade: C, Reading Mastery: 38%, Math Mastery: 65%, Science Mastery 31%, AYP: No • 2008-2009 AP HCHS, Grade: D, Reading Mastery: 37% , Math Mastery: 67% , Science Mastery:24% , AYP: No. • 2007-2008 AP HCHS, Grade: C, Reading Mastery: 35% , Math Mastery: 62% , Science Mastery:20% , AYP: No
Assistant Principal	Stephen Scheloske	B.S. in Education Secondary Education Social Studies Masters of Education Certifications- Educational Leadership (K-12) Social Science (6-12) Athletic Coaching	4	4	• 2011-2012 HCHS, Grade: TBD. Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%. • 2010-2011 HCHS, Grade: B. Reading Mastery: 29%, Math Mastery: 59%, Science Mastery: 23%, Writing Mastery: 69%, AYP: No. • 2009 – 2010 Assistant Principal, HCHS, Grade: C, Reading Mastery: 38%, Math Mastery: 65%, Science Mastery 31%, AYP: No. • 2008-2009 Dean LGHS Grade: C, Reading Mastery: 30% Math Mastery: 66% Science Mastery: 37% AYP: No. • 2007-2008 Dean LGHS Grade: B, Reading Mastery: 31%, Math Mastery: 70%, Science Mastery: 28% AYP: No. • 2006-2007 Dean LGHS Grade B, Reading Mastery: 25%, Math Mastery: 60%, Science Mastery: 25% AYP: No .

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional	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)

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				Coach	
Reading	Melissa Green	Bachelor's in Elementary Education Elementary Ed 1-6 English 6-12 ESOL Endorsement Reading Endorsement ESE K-12	11	1	• 2011-2012 HCHS, Grade: TBD. Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%. • 2010-2011 HCHS, Grade: B. Reading Mastery: 29%, Writing Mastery: 69%, AYP: No. • 2009 – 2010 AP HCHS, Grade: C , Reading Mastery: 38%, AYP: No • 2008 – 2009 AP HCHS, Grade: D, Reading Mastery: 37% , AYP: No. • 2007-2008 HCHS, Grade: C, Reading Mastery: 35% , AYP: No • 2006-2007 AP HCHS, Grade: F, Reading Mastery: 18% AYP: No
Math	Heidi Lawhorn	B.S. in Mathematics Education 6-12; FOR-PD Comp #2	2	14	• 2011-2012 HCHS Math AIF, Grade: B. Reading Mastery: 29%, Math Mastery: 59%, Science Mastery: 23%, Writing Mastery: 69%, AYP: No. • 2010 – 2011 HCHS Math AIF, Grade: C. Reading Mastery: 29%, Math Mastery: 59%, Science Mastery: 23%, Writing Mastery: 69%, AYP: No. • 2009 – 2010 HCHS, Grade: C, Reading Mastery: 38%, Math Mastery: 65%, Science Mastery 31%, AYP: No • 2008-2009: Daniel Jenkins Academy, Grade A Reading Mastery: 79%, Learning Gains: 73%, Lowest 25% Gains: 72% All subgroups made AYP. Math Mastery: 72%, Learning Gains: 68%, Lowest 25% Gains: 69% All subgroups made AYP except for Black. • 2007-2008: Grade A Reading Mastery: 75%, Learning Gains: 68%, Lowest 25% Gains: 69% All subgroups made AYP.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Classroom walk-through by administrative team weekly	Principal and Assistant Principals	Ongoing	
2. Partner with veteran teachers and department chairs, academic coaches	Assistant Principal of Curriculum	Ongoing	
3. Screening of applicants for certification and highly-qualified status	HRD	Ongoing	

4.	Networking with other district schools for placement of displaced highly qualified teachers	Principal, District HRD	April – August of each year	
5.	On-site daycare for teachers	Judy Perry, Director	Ongoing	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
April Blaze IB	Bio. 6-12, Earth Sp. 6-12, Eng. 6-12, Middle Gr. Int. 5-9	Science	ESOL
Kathy Bunch	Ed Leadership (All Levels) Emotionally Handicapped K-12 Eng 6-12, Middle Gr. 6-9, Reading End. , ESE K-12	Reading	ESOL
Lachaundra Cox	ESE K-12	LEA Facilitator	ESOL
Kendra Malcolm Baker	Eng. 6-12, Middle Gr. Int. 5-9, Reading Endorsement, Soc. Sci	Reading	ESOL
Karen Murray	Eng 6-12	English	ESOL
Melony New	Soc. Sci 6-12, ESE K-12	ESE	ESOL
Nancy Soggs	English 6-12	Reading	ESOL
Courtney Soper	English 6-12	English	ESOL & Reading
Louise Taylor	Math 5-9, ESE (K-12)	Math	ESOL
Mieke Valk	English 6-12	English	ESOL
Carl Yenetchi	Middle Gr Int., ESE	ESE	ESOL

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)).

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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
130	7% (10)	28% (36)	33% (43)	32% (41)	32% (41)	83% (108)	5% (12)	4% (6)	17% (22)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melissa Bozeman (Green)	• Marcus Maggs • Erin Kiste • Susan Herod • Emily Edmondston • Hannah Hill • Amanda Patt • Kimberly Saylor	Content-are expert, pedagogical expert, classroom management expert.	Lesson planning assistance, modeling teaching strategies, utilization of focus lessons, and co-teaching, if needed.
Heidi Lawhorn	• Monica Cohen • Britton Bouey • Lascelles Osbourne	Content-are expert, pedagogical expert, classroom management expert.	Lesson planning assistance, modeling teaching strategies, utilization of focus lessons, and co-teaching, if needed.

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 A, funds school-wide services to Haines City Senior High School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers,

technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Haines City Senior High School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Haines City Senior High School are used to purchase "What Moves You" series from Learning Focused Solutions along with training resources available from LFS as well.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

SAI unit(s) provided to Haines City Senior High School enhances student achievement by providing an after school extended learning opportunity for students who are level 1 in Reading or Mathematics. Funds will also be used for Nova Net credit recovery.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc. HCHS uses the PRITI problem-solving process to mediate.

Nutrition Programs

This school is not a location for a summer feeding program for the community.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education (Secondary)

Students at Haines City Senior High School have the option to participate in the Agricultural Academy, Academy of Children and Educational Studies, and Academy of Media Production. The academies assist students in acquiring an understanding the American legal and criminal justice systems, offer opportunities for students to be trained and certified in childcare, and become competent and experienced in using advanced audiovisual and broadcasting media. These academies provide opportunities for students to participate in hands-on training and prepare to explore the wide range of career opportunities related to criminal justice and law, children and educational studies, and media production.

Job Training (Secondary)

The partnerships between Haines City Senior High School and Beef O' Brady's and Publix provide students with career experiencing opportunities. Our on-the-job training through HCHS Marketing program also gives students field experience. Students in the ACES Academy participate in on-the-job training at local daycare/pre-school.

Title I, Part A

Title I, Part A, funds school-wide services to Haines City Senior High School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Principal: Patricia Butler

The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RtI; ensures that the school-based team is implementing PS/RtI; conducts assessment of PS/RtI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/RtI implementation; develops a culture of expectation with the school staff for the implementation of PS/RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RtI plans and activities.

Assistant Principal: Patricia Butler

Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RtI plans and activities.

General Education Teachers: Jamie Haskell,- Math, and Diane Brown - English Speakers of Other Languages (ESOL). Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers:, Lachaundra Cox- LEA   Rebecca Rhodes- Consult Teacher. Participate in student data collection, integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers

Academic Resource Teachers: Melissa Green – Reading, Heidi Lawhorn – Mathematics, Charles Wynne – Parent Involvement: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the
design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Shelia Gibson

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

PS/RtI Behavior Representative (PBS): Janann Woody, Dean of Discipline

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development relating to behavior concerns; assists in facilitation data-based decision making activities.

Speech Language Pathologist: Alison Batista

Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills. Guidance Counselor: Leslie Paul, Guidance Department Head Provides quality services and

expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. **Technology Specialist: Jason Gooden, Network Manger** Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.
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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify the necessary professional development needed for teachers so that classroom instruction can address the needs of the students as demonstrated by data. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic strengths and weakness that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching (Learning Focused Strategies as the primary focus; and input into the Continuous Improvement Model.)
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. FCAT, Benchmark assessments, Discovery Learning Progress Monitoring (Reading, Algebra, Geometry, Biology, and U.S. History)
Describe the plan to train staff on MTSS. The training will take place during the department professional learning communities monthly throughout the school year.
Describe plan to support MTSS. Content-area teachers will conduct individual academic plans with students, (with goals and strategies) Resource Teachers will provide mentoring and support for the classroom teacher, and administration will provide the vision and monitor the success of the MTSS program through data-monitoring.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT).
Members of the Literacy Leadership Team are Patricia Butler, Principal; Amanda Waters-APC, Charles Wynne – Parent Involvement, Heidi Lawhorn – Math Coach, Ashley Ashley – LFS Coach, Lori McKown – Academic Dean, Meike Valk-English Dept. Chair, Jamie Haskell-Math Dept. chair, Anne Hopper-Reading Dept. Rep., Richard McClintock-Science Dept. Rep., Joshua Gompper-Social Studies Dept. Chair, and Crystal Young, Elective Rep.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT meets bi-monthly to discuss and implement campus wide literacy strategies for all content areas and tracking procedures. This information is shared through department meetings and the Leadership Team Meetings.

What will be the major initiatives of the LLT this year?
The major initiative of the LTT is to reinforce reading in all content areas. This will be accomplished by designing and implementing CISM activities that infuse distributed summarizing and extended thinking and refining into the curriculum.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

High Schools Only

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

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

Haines City High School follows the district's monthly focus Reading skill/ Florida Continuous Improvement Model (FCIM) mini-lessons model. Reading, English, Social Studies, and Elective teachers are required to provide instruction using a mini-lesson daily in all first period classes. Math and Science teachers will provide instruction using a mini-lesson in their content areas daily. All teachers are required to enrich and develop the monthly skill in all lessons and document the gradual release process on a classroom

FCIM poster. In addition, teachers are required to document mini-lessons in lesson plans, and attend in-services focused on teaching these mini-lessons. Teachers have access to multiple resources via the Intranet and are also given the option to use previously developed technology-based, cross-curricular mini-lesson presentations to utilize for instructional purposes.

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?

At HCHS we have three career academies which offer opportunities for hands-on and on-the-job training to students who can get certified in a specific field before graduating. At HCHS, we use cross-curricular writing and reading activities so students can see the cross over between subjects pertaining to reading and writing competencies.

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.

At HCHS, our Guidance Department and Guidance works one-on-one with students on career planning. Additionally, our Guidance Department meets quarterly with students about their academic progress and career opportunities as well as alternatives, which may be applicable and beneficial to the individual student. We use Facts.org and the EPEP program for career planning purposes and for aligning students' academic course selections with their career and post-secondary aspirations.

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					

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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		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Lack of cross-curricular reading strategy implementation.	1a.1. Use of CISM model in every subject-area twice every quarter.	1a.1. Amanda Waters, Patricia Butler	1a.1. Classroom Walkthroughs, lesson plan analysis.	1a.1. Discovery Learning and FCAT 2.0 Results.		
Reading Goal #1a: *By June 2013, the percentage of students scoring Level 3 FCAT 2.0 Reading will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17% Grade 9 *17% Grade 10*	*By June 2013, the percentage of students scoring Level 3 FCAT 2.0 Reading will increase by 3%.*					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. Lack of real-world experiences that support curriculum goals.	1b.1. Use of Springboard curriculum to create relevance.	1b.1. Patricia Butler, Amanda Keen	1b.1. Classroom Walkthroughs, lesson plan analysis.	1b.1. Alternative Assessment Results.		

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Reading Goal #1b: *By June 2013, the number of students scoring at level 4, 5, or 6 will increase by 2%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13% (1) of students scored at level 4, 5, or 6 on Reading Alternate Assessment.	*By June 2013, the number of students scoring at level 4, 5, or 6 will increase by 2%.*					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Lack of rigor in Reading Curriculum.	2a.1. Use of Springboard curriculum.	2a.1. Patricia Butler, Amanda Waters	2a.1. Classroom Walkthroughs, lesson plan analysis.	2a.1. Discovery Learning Benchmark Data results.		
Reading Goal #2a: *By June 2013, the percentage of students scoring Level 4 or 5 on FCAT 2.0 Reading will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17% Grade 9 *18% Grade 10*	*By June 2013, the percentage of students scoring Level 4 or 5 on FCAT 2.0 Reading will increase by 3%.*					

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. Student resistance to being challenged in the classroom	2b.1. Use of one-on-one mentoring to coach the student toward achievement.	2b.1. Patricia Butler, Amanda Keen	2b.1. Classroom walkthroughs	2b.1. Alternative Assessment Data		
Reading Goal #2b: *By June 2013, 78% of students will score a Level 7 or above on Reading Alternative Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75% (6/8) Students scored a Level 7 or above on Reading Alternative Assessment.	*By June 2013, 78% of students will score a Level 7 or above on Reading Alternative Assessment.*					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Student lack of organization and lack of parent/teacher communication. (Tier I)	3a.1. All students will use school agenda planners to organize and schedule class work and for parent/teacher communication.	3a.1. Patricia Butler, Amanda Keen	3a.1. Classroom walkthroughs, lesson plan analysis.	3a.1. Discovery Learning Benchmark Data results.		

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Reading Goal #3a: *By June 2013, 100% of students will make learning gains in Reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NODATA	*By June 2013, 100% of students will make learning gains in Reading.*				
		3a.2. Hindrance due to lack of one-on-one attention with teacher mentors. (Tier II)	3a.2. Reading teachers will identify students in need of intervention and will receive assistance from the Reading AIF in mentoring those targeted students.	3a.2. Patricia Butler, Amanda Keen	3a.2. Classroom walkthroughs, lesson plan analysis.	3a.2. Discovery Learning Benchmark Data results.
		3a.3. Lack of exposure to informational texts and review of standardized test data. (Tier III)	3a.3. Intensive Reading teachers will work with students doing Extended Reading Passages and using that data and Discovery Learning Data to examine individual strengths and weaknesses.	3a.3. Patricia Butler, Amanda Keen	3a..3. Classroom walkthroughs, lesson plan analysis.	3a.3. Discovery Learning Benchmark Data results.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1. Lack of willingness to break from habits to enhance the educational experience for the child	3b.1. Use of frequent parent contact to address issues in the classroom and support families to help their child make learning gains.	3b.1. Patricia Butler, Amanda Keen	3b.1. Classroom walkthroughs, lesson plan analysis.	3b.1. Discovery Learning Benchmark Data results.	

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Reading Goal #3b: *By June 2013, the percentage of students in the lowest quartile will increase by 2%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31%of students in the lowest quartile made learning gains in reading in 2011-12.	*By June 2013, the percentage of students in the lowest quartile will increase by 2%*					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Student lack of organization and lack of parent/teacher communication. (Tier I)	4a.1. All students will use school agenda planners to organize and schedule class work and for parent/teacher communication.	4a.1. Patricia Butler, Amanda Waters	4a.1. Classroom walkthroughs, lesson plan analysis.	4a.1. Discovery Learning Benchmark Data results.		
Reading Goal #4a: *By June 2013, the percentage of students in the lowest quartile making learning gains in Reading will increase by 5%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	*By June 2013, the percentage of students in the lowest quartile making learning gains in Reading will increase by 5%*					

		4a.2. Hindrance due to lack of one-on-one attention with teacher mentors. (Tier II)	4a.2. Reading teachers will identify students in need of intervention and will receive assistance from the Reading AIF in mentoring those targeted students.	4a.2. Patricia Butler, Amanda Waters	4a.2. Classroom walkthroughs, lesson plan analysis.	4a.2. Discovery Learning Benchmark Data results.	
		4a.3. Lack of exposure to informational texts and review of standardized test data. (Tier III)	4a.3. Intensive Reading teachers will work with students doing Extended Reading Passages and using that data and Discovery Learning Data to examine individual strengths and weaknesses.	4a.3. Patricia Butler, Amanda Waters	4a.3. Classroom walkthroughs, lesson plan analysis.	4a.3. Discovery Learning Benchmark Data results.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1. Lack of real-world experiences that support curriculum goals.	4b.1. Use of real-world, kinesthetic activities that engage students in curriculum for the real world.	4b.1. Patricia Butler, Amanda Keen	4b.1. Classroom walkthroughs, lesson plan analysis.	4b.1. Alternative Assessment Data	
Reading Goal #4b: *By June 2013, the percentage of students in the lowest quartile will increase by 2%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	31%of students in the lowest quartile made learning gains in reading in 2011-12.	*By June 2013, the percentage of students in the lowest quartile will increase by 2%*				

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	35% meeting high standards in Reading	37% meeting high standards in Reading	40% meeting high standards in Reading	43% meeting high standards in Reading	45% meeting high standards in Reading	47% meeting high standards in Reading	
Reading Goal #5A: By June 2017, 47% of students will be meeting high standards in Reading							
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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Limited Background Knowledge	5B.1. Teachers will preview every unit and lesson with essential background information.	5B.1. Patricia Butler, Amanda Waters	5B.1. Classroom walkthroughs, lesson plan analysis.	5B.1. Discovery Learning Benchmark Data results.		

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Reading Goal #5B: *By June 2013, the percentage of students demonstrating proficiency in each demographic group will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable White: Black: Hispanic: Asian: American Indian:	*By June 2013, the percentage of students demonstrating proficiency in each demographic group will increase by 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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Lack of adequate vocabulary to pass state-wide tests.	5C.1. Continued implementation of Marzano's 6-step vocabulary teaching in all classrooms.	5C.1. Patricia Butler, Amanda Waters	5C.1. Classroom walkthroughs, lesson plan analysis.	5C.1. Discovery Learning Benchmark Data results		
Reading Goal #5C: *By June 2013, the percentage of ELL students not making satisfactory learning gains will decrease by 10%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Data Unavailable	*By June 2013, the percentage of ELL students not making satisfactory learning gains will decrease by 10%*					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Lack of individualized attention.	5D.1. Use of the ESE consult model. Each student will have an ESE specialist (teacher) assigned to them whom will give them specialized attention and monitor their progress in academics.	5D.1. Patricia Butler, Amanda Waters	5D.1. Classroom walkthroughs, lesson plan analysis.	5D.1. Discovery Learning Benchmark Data results		
Reading Goal #5D: *By June 2013, the percentage of Students With Disabilities (SWD) scoring proficient will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	*By June 2013, the percentage of Students With Disabilities (SWD) scoring proficient will increase by 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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Lack of parental involvement	5E.1. Parent Involvement Plan and the goals/strategies within that will encourage attendance from minority populations.	5E.1. Patricia Butler, Amanda Waters	5E.1. Classroom walkthroughs, lesson plan analysis.	5E.1. Discovery Learning Benchmark Data results		
Reading Goal #5E: *By June 2013, the percentage of Economically Disadvantaged Students scoring proficient will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	*By June 2013, the percentage of Economically Disadvantaged Students scoring proficient will increase by 3%.*					

Reading Professional Development

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

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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CISM Training	9-12	District	New teachers, untrained teachers	Within the first quarter.	CISM lesson plan turned into district; observed use of strategies.	Patricia Butler
Springboard Training	English and Math 9-12	District	All English and Math Teachers	Within first quarter.	Lesson plan.	Patricia Butler
Thinking Maps	9-12	Ashley Ashley	School-wide	Monthly	Evidence of use of TM in all classrooms campus-wide	Patricia Butler
Extended Reading Passages	9-12	Ashley Ashley	Social Studies, Science, Reading	Monthly	Classroom Observation by Administration	Patricia Butler
Building Background Knowledge	9-12	Ashley Ashley	New Teachers	Within the first quarter.	Lesson Plan	Patricia Butler
Higher Order Thinking in Reading	9-12	Ashley Ashley	All Reading and Language Arts teachers	October 2012	Creation of HOT questions related to Springboard curriculum	Patricia Butler
Marzano's Vocabulary	9-12	Ashley Ashley	New teachers, untrained teachers	Within the first quarter.	Lesson plan with Marzano's strategies	Patricia Butler
Unpacking the Common Core	9-12	Ashley Ashley	All Teachers	Within the first quarter.	Sample of unpacking standards	Patricia Butler, Principal
Common Core Follow-up PD	9-12	Ashley Ashley	Eng, Read, and Math Teachers	Second Quarter	Lesson plan with CC standards embedded	Patricia Butler, Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Communication	Student Planners	Title 1	3,000.00
Reading Engagement	Classroom Library Books	Title 1	10,000.00
Subtotal: 13,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rigor	Laptop Cart	Technology Budget	30,000
CISM	Printer Toner and Ink	Technology Budget	10,000

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Personnel	Media Paraprofessional	Title 1	20,000
Subtotal: 60,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Engagement	Reading Strategies Presenter- Danny Brassell	Title 1	7,000.00
Higher Order Thinking	Materials and Supplies for PD	Title 1	2,000.00
Common Core Follow-up Training	Salary for teachers participating	General Fund	2,000.00
Personnel	Resource Teacher – Professional Development	Title 1	39,000.00
Subtotal: 50,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Personnel	Parent Involvement Facilitator	Title 1	40,000
Personnel	Parent Involvement Paraprofessional	Title 1	20,000
Personnel	Resource Teacher – Reading AIF	Title 1	50,000
Personnel	Resource Teacher – Professional Development	Title 1	50,000
Subtotal: 160,000			
Total: $283,000			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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1. Students scoring proficient in Listening/ Speaking.	1.1. Little or no English spoken at home.	1.1. The ESOL teacher and her paraprofessionals will provide parents with activities they can use at home which will assist them in using English terms at home more often.	1.1. Diane Brown, Patricia Butler	1.1. Classroom walkthroughs, parent communication, lesson plan analysis.	1.1. CELLA exam results.	
CELLA Goal #1: *By June 2013, 60% of students taking the CELLA exam will be rated as proficient as evidenced by the 2013 CELLA exam.*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	54% of students taking CELLA were rated proficient in Listening/ Speaking as evidenced by the 2012 administration of the CELLA exam.					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. Lack of exposure to high-interest literature.	2.1. Teacher will reserve time in class to allow students to peruse high interest books.	2.1. Diane Brown, Patricia Butler	2.1. Classroom walkthroughs, parent communication, lesson plan analysis.	2.1. CELLA exam results.	
CELLA Goal #2: *By June 2013, 15% of language learning students will score proficient in reading according to the CELLA exam.*	2012 Current Percent of Students Proficient in Reading :					
	11% of language learners scored proficient in reading according to the CELLA exam.					
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	

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3. Students scoring proficient in Writing.	2.1. Lack of adequate pre-writing strategies that make sense to students.	2.1. Use of research-proven HEM, MEOW pre-writing strategy.	2.1. Diane Brown, Patricia Butler	2.1. Classroom walkthroughs, parent communication, lesson plan analysis.	2.1. CELLA exam results.	
CELLA Goal #3: ***By June 2013, 25% of language learning students will score proficient in writing according to the CELLA exam.***	2012 Current Percent of Students Proficient in Writing :				
	21% of language learners scored proficient in writing according to the CELLA exam.				

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
Engagement	High interest and culturally relevant novels	Title 1	2,000
Subtotal: $2,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rigor	Student Laptop Cart	Technology Budget	25,000.00
Subtotal: $25,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps	Supplies and Materials	Title 1	150
Building Background	Supplies and Materials	Title 1	100

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	Description of Resources	Funding Source	Amount
Subtotal: $250			
Other			
Strategy	Description of Resources	Funding Source	Amount
Personnel	Reading AIF	Title 1	50,000
Personnel	Parent Involvement Paraprofessional	Title 1	20,000
Personnel	Resource Teacher – Professional Development	Title 1	50,000
Subtotal: $120,000			
Total: $147,250			

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics 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		

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1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1.1. Lack of exposure to real-world mathematics applications.	1.1. Use of relevant, real-world projects for students to learn mathematics to problem solve in the real world.	1.1. Patricia Butler, Amanda Waters	1.1. Classroom Observation, Lesson Plan Analysis	1.1. Alternative Assessment Data.		
Mathematics Goal #1: *By June 2013, the percentage of students scoring at level 4, 5, or 6 in mathematics will decrease by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	43% of students scored at level 4, 5, or 6 in mathematics.	*By June 2013, the percentage of students scoring at level 4, 5, or 6 in mathematics will decrease by 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		

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2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1. Student resistance to being challenged in the classroom.	2.1. Use of one-on-one mentoring to coach students towards achievement.	2.1. Patricia Butler, Amanda Keen	2.1. Classroom Observation, Lesson Plan Analysis	2.1. Alternative Assessment Data.		
Mathematics Goal #2: *By June 2013, the percentage of students scoring at or above a Level 7 will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% of students scored at or above a Level 7 on mathematics.	*By June 2013, the percentage of students scoring at or above a Level 7 will increase by 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		

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3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3.1. Lack of willingness to break from habits to enhance the educational experience for the child	3.1. Frequent parent contact to combat resistance.	3.1. Patricia Butler, Amanda Keen	3.1. Classroom Observation, Lesson Plan Analysis	3.1. Alternative Assessment Data.		
Mathematics Goal #3: By June 2013, the percentage of students making learning gains in mathematics will increase by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	By June 2013, the percentage of students making learning gains in mathematics will increase by 5%.					
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		

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4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1. Lack of background knowledge	4b.1. Teacher training in building background knowledge for students.	4b.1. Patricia Butler, Amanda Keen	4b.1. Classroom Observation, Lesson Plan Analysis	4b.1. Alternative Assessment Data.		
Mathematics Goal #4: *By June 2013, the percentage of students making learning gains in the lowest quartile in mathematics will increase by 5%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	*By June 2013, the percentage of students making learning gains in the lowest quartile in mathematics will increase by 5%.*					

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Algebra.	1.1. Lack of background knowledge needed for mastery on Algebra I exam.	1.1. Direct intensive coaching for all 9th and 10th grade Math teachers on aligning classroom curriculum with EOC curriculum and expectations.	1.1. Patricia Butler, Amanda Waters	1.1. Lesson plan analysis, classroom observation	1.1. Discovery benchmark assessments, Focus Lesson Assessments, EOC results.		
Algebra Goal #1: *By June 2013, the percentage of students scoring at level 3 on Algebra I EOC exam will increase by3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38% of Algebra I students scored a Level 3 on the Algebra 1 End-of-course assessment.	*By June 2013, the percentage of students scoring at level 3 on Algebra I EOC exam will increase by2%.*					
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		

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Lack of exposure to rigorous tasks and assessments in the classroom that align with EOC exams.	2.1. Use of Springboard Curriculum for rigor and relevance.	2.1. Patricia Butler, Amanda Waters	2.1. Lesson plan analysis, classroom observation	2.1. Discovery benchmark assessments, Focus Lesson Assessments, EOC results.		
Algebra Goal #2: *By June 2013, the percentage of students scoring at level 4-5 on Algebra I EOC exam will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	8% of Algebra 1 students scored a Level 4 or 5 on the Algebra 1 end-of-course assessment.	*By June 2013, the percentage of students scoring at level 4-5 on Algebra I EOC exam will increase by 3%.*					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	45% proficiency as evidence by Algebra I EOC exam.	48% proficiency as evidence by Algebra I EOC exam.	50% proficiency as evidence by Algebra I EOC exam.	55% proficiency as evidence by Algebra I EOC exam.	58% proficiency as evidence by Algebra I EOC exam.	60% proficiency as evidence by Algebra I EOC exam.

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Algebra Goal #3A: *By June 2017, 60% of Algebra I students will show proficiency as evidence by the Algebra I EOC exam.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1. Limited Background Knowledge	3B.1. Teachers will preview every unit and lesson with essential background information.	3B.1. Patricia Butler, Amanda Waters	3B.1. Lesson plan analysis, classroom observation.	3B.1. Discovery benchmark results, focus lesson results, EOC results.		
Algebra Goal #3B: *By June 2013, students in each demographic area will increase the level of proficiency in Algebra I by 2%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable White: Black: Hispanic: Asian: American Indian:	*Data Unavailable* White: Black: Hispanic: Asian: American Indian:					
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		

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3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1. Parents lack knowledge of how to help their children at home.	3C.1. Parent workshop will be held specifically targeting Algebra I students' parents to help them better understand how they can help their child at home.	3C.1. Patricia Butler, Amanda Waters	3C.1. Lesson plan analysis, classroom observation.	3C.1. Discovery benchmark results, focus lesson results, EOC results.		
Algebra Goal #3C: _By June 2013, the percentage of ELL students showing proficiency in Algebra I EOC exam will increase by 3%._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data not available	By June 2013, the percentage of ELL students showing proficiency in Algebra I EOC exam will increase by 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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1. Lack of one-on-one attention in the classroom.	3D.1. ESE Consult Teachers will do small group pull out sessions with students focusing on catching them up and accelerating their learning.	3D.1. Patricia Butler, Amanda Waters	3D.1. Lesson plan analysis, classroom observation.	3D.1. Discovery benchmark results, focus lesson results, EOC results.		
Algebra Goal #3D: *By June 2013, the percentage of SWD students showing proficiency in Algebra I EOC exam will increase by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No data available	*By June 2013, the percentage of SWD students showing proficiency in Algebra I EOC exam will increase by 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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1. Lack of resources at home.	3E.1. Use of online websites which students can access at home to practice their skills will be shared with students and parents through the Algebra I parent workshop.	3E.1. Patricia Butler, Amanda Waters	3E.1. Lesson plan analysis, classroom observation.	3E.1. Discovery benchmark results, focus lesson results, EOC results.		

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Algebra Goal #3E: By June 2013, the percentage of Economically Disadvantaged students showing proficiency in Algebra I EOC exam will increase by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	By June 2013, the percentage of Economically Disadvantaged students showing proficiency in Algebra I EOC exam will increase by 3%.					

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
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		

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1. **Students scoring at Achievement Level 3 in Geometry.**	1.1. Lack of confidence in mathematics.	1.1. Positive behavior support system for students making learning gains as evidenced by Discovery Learning assessments.	1.1. Patricia Butler, Amanda Waters	1.1. Lesson plan analysis, classroom observation.	1.1. Discovery benchmark results, focus lesson results, EOC results.		
<u>Geometry Goal #1:</u> *By June 2013,20% of Geometry students will score a Level 3 or above on the Geometry EOC exam.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Data unavailable	*By June 2013, 8% of Geometry students will score a Level 3 or above on the Geometry EOC exam.*					
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		

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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Lack of exposure to high rigor story problems.	2.1. Teachers will use the Springboard curriculum.	2.1. Patricia Butler, Amanda Waters	2.1. Lesson plan analysis, classroom observation.	2.1. Discovery benchmark results, focus lesson results, EOC results.		
Geometry Goal #2: *By June 2013,20% of Geometry students will score a Level 3 or above on the Geometry EOC exam.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	*By June 2013,12% of Geometry students will score a Level 3 or above on the Geometry EOC exam.*					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	No data	20% proficiency	25% proficiency	30% proficiency	35% proficiency	40% proficiency

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Geometry Goal #3A: *By June 2017, 40% of Geometry students will score a 3 or above on the Geometry End-of-Course Assessment.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Lack of background knowledge Black: Lack of parental involvement Hispanic: Language Barriers Asian: NA American Indian: NA	3B.1. Use of PD in Building Academic Background knowledge and increased parent involvement events and workshops	3B.1.Patricia Butler	3B.1. Parent Survey, Observation	3B.1.Discovery Learning data and FCAT 2.0 data.		

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Geometry Goal #3B: *By June 2017, 40% of Geometry students will score a 3 or above on the Geometry End-of-Course Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable White: Black: Hispanic: Asian: American Indian:	White: TBA Black: Hispanic: Asian: American Indian:					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.Lack of use of English at home.	3C.1.Parent Involvement Workshops to equip parents with strategies for helping their child at home.	3C.1.Patricia Butler	3C.1.Observation, Parent Survey	3C.1.FCAT 2.0 and Discovery Data Results.		
Geometry Goal #3C: *By June 2017, 40% of Geometry students will score a 3 or above on the Geometry End-of-Course Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	*TBA*					

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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		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. Lack of Background Knowledge	3D.1. Use of PD in Building Academic Background knowledge and increased parent involvement events and workshops	3D.1. Patricia Butler	3D.1.Observation	3D.1. FCAT 2.0 and Discovery Results		
Geometry Goal #3D: *By June 2017, 40% of Geometry students will score a 3 or above on the Geometry End-of-Course Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	TBA					
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		

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3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Lack of Background Knowledge	3E.1. Use of PD in Building Academic Background knowledge and increased parent involvement events and workshops	3E.1. Patricia Butler	3E.1. Observation	3E.1. Observation		
Geometry Goal #3E: *By June 2017, 40% of Geometry students will score a 3 or above on the Geometry End-of-Course Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	TBA					

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher-order Thinking Strategies	9-12	District	New teachers, untrained teachers	Within the first quarter.	CISM lesson plan turned into district; observed use of strategies.	Patricia Butler
Springboard Training	English and Math 9-12	District	All English and Math Teachers	Within first quarter.	Lesson plan.	Patricia Butler
Thinking Maps	9-12	Ashley Ashley	School-wide	Monthly	Evidence of use of TM in all classrooms campus-wide	Patricia Butler

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
Springboard	Materials and Supplies	Title 1	5,000.00
Resources	Geometry Calculators	General Fund	5,000.00
Subtotal: $10,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rigor	Laptop Cart	Technology Fund	25,000
Subtotal: $25,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Higher-order Thinking	Materials and Supplies	General Fund	500.00
Common Core Follow-up Training	Salary for participants	General Fund	2,000.00
Rigor	Substitutes for Professional Development in Springboard and Common Core	General Fund	2,000.00
Subtotal: $4,500			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Personnel	Math AIF	Title 1	45,000
Personnel	Parent Involvement Facilitator	Title 1	40,000
Personnel	Media Paraprofessional	Title 1	20,000
Subtotal: $105,000			
Total: $144,500			

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

High School Science 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		

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9. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1. Lack of exposure to hands on activities in the classroom.	1.1. Teachers will receive one-on-one coaching in using manipulatives in the classroom for science.	1.1. Patricia Butler	1.1. Classroom Walkthroughs, lesson plan analysis	1.1. Classroom data, alternative assessment data.		
Science Goal #1: **By June 2013, the percentage of students taking the Science Alternative Assessment scoring level 4, 5, or 6 will decrease by 3%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38% of students scored at level 4, 5, or 6	**35% of students will score at level 4, 5, or 6**					
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		

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2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1. Lack of challenge in the classroom to move into higher level learning.	2.1. Teachers will receive specific training on rigor and higher-order thinking.	2.1. Patricia Butler	2.1. Classroom Walkthroughs, lesson plan analysis	2.1. Classroom data, alternative assessment data.		
Science Goal #2: *By June 2013, the percentage of students taking the alternative assessment for science who score a level 7 or above will increase by 4%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	54% of students scored level 7 or above in science.	*58% of students will score level 7 or above in science.*					

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase						

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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		
9. **Students scoring at Achievement Level 3 in Biology.**	1.1. Lake of rigor used in the biology classroom.	1.1. Professional development aimed at the use of higher-order thinking and rigor.	1.1. Patricia Butler	1.1. Classroom observation, lesson plan analysis.	1.1. Benchmark assessment data, EOC assessment data.		
Biology Goal #1: *By June 2013, 20% of Biology students will score a Level 3 on the Biology EOC exam.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	*By June 2013, 8% of Biology students will score a Level 3 on the Biology EOC exam.*					

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1. Lack of parent involvement in the biology classroom.	2.1. Parent involvement workshop in February aimed at educating parents in biology and how they can help their students succeed.	2.1. Patricia Butler	2.1. Classroom observation, lesson plan analysis.	2.1. Benchmark assessment data, EOC assessment data.		
Biology Goal #2: *By June 2013, 12% of Biology students will score a Level 4/5 on the Biology EOC exam.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Unavailable	*By June 2013, 12% of Biology students will score a Level 4/5 on the Biology EOC exam.*					

End of Biology EOC Goals

Science Professional Development

Professional Development						

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(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Biology Focus Lesson Training	9-12	Charles Wynne, Gary Carlson	Biology Teachers	September 2012	Implementation of Biology Focus Lessons daily in classroom.	Patricia Butler
CISM Training	9-12	District	New teachers, untrained teachers	Within the first quarter.	CISM lesson plan turned into district; observed use of strategies.	Patricia Butler
Thinking Maps	9-12	Ashley Ashley	School-wide	Monthly	Evidence of use of TM in all classrooms campus-wide	Patricia Butler
Extended Reading Passages	9-12	Ashley Ashley	Social Studies, Science, Reading	Monthly	Classroom Observation by Administration	Patricia Butler
Building Background Knowledge	9-12	Ashley Ashley	New Teachers	Within the first quarter.	Lesson Plan	
Higher Order Thinking in Reading	9-12	Ashley Ashley	All Teachers	October 2012	Creation of HOT questions related to Springboard curriculum	Patricia Butler
Marzano's Vocabulary	9-12	Ashley Ashley	New teachers, untrained teachers	Within the first quarter.	Lesson plan with Marzano's strategies	Patricia Butler
Unpacking the Common Core	9-12	Ashley Ashley	All Teachers	Within the first quarter.	Sample of unpacking standards	Patricia Butler, Principal

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
Parent Involvement	Supplies and Materials for Parent Workshop on Biology	Title 1	200.00
Kinesthetic Activities	Supplies for Laboratory	General Fund	1,000.00

Focus Lessons	Salary for participants in creating focus lessons and assessments	General Fund	800.00
Parent Involvement	Student Planners	Title 1	3,000.00
Subtotal: $5,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rigor	Laptop Cart	Technology Funds	25,000
Subtotal: $25,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD	Materials and Supplies	General Fund	1,000.00
Subtotal: $1,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Personnel	Parent Involvement Facilitator	Title 1	50,000
Personnel	Parent Involvement Para	Title 1	30,000
Personnel	Media Paraprofessional	Title 1	30,000
Subtotal: $110,000.00			
Total: 141,000.00			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement					

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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		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Increased rigor and grading of the FCAT Writes assessment.	1a.1. Use of the Springboard writing curriculum to address increased rigor.	1a.1. Patricia Butler, Amanda Waters	1a.1. Lesson plan analysis, classroom observation.	1a.1. Essay benchmark exams, FCAT Writing results.		
<u>Writing Goal #1a:</u> *By June 2013, the percentage of students scoring Level 3 or above will increase by 3%.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	77% of students scored Level 3 or above on FCAT Writing.	*By June 2013, the percentage of students scoring Level 3 or above will increase by 3%.*					

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1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1. Lack of one-on-one attention in writing.	1b.1. Use of one-on-one writing conferences in the classroom.	1b.1. Patricia Butler	1b.1. Lesson plan analysis, classroom observation.	1b.1. Alternate Assessment data		
Writing Goal #1b: *By June 2013, 100% of students taking the Writing Alternate Assessment will score a 7 or higher.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80% of students scored level 7 or above on Writing Alternate Assessment.	*By June 2013, 100% of students taking the Writing Alternate Assessment will score a 7 or higher.*					

Writing Professional Development

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard Training	9-12	District	All district level English Teachers	September 2012	Lesson Plans	Diane Plowden
CISM Training	9-12	District	New teachers, untrained teachers	Within the first quarter.	CISM lesson plan turned into district; observed use of strategies.	Patricia Butler
Thinking Maps	9-12	Ashley Ashley	School-wide	Monthly	Evidence of use of TM in all classrooms campus-wide	Patricia Butler
Extended Reading Passages	9-12	Ashley Ashley	Social Studies, Science, Reading	Monthly	Classroom Observation by Administration	Patricia Butler
Building Background Knowledge	9-12	Ashley Ashley	New Teachers	Within the first quarter.	Lesson Plan	
Higher Order Thinking in Reading	9-12	Ashley Ashley	All Teachers	October 2012	Creation of HOT questions related to Springboard curriculum	Patricia Butler
Marzano's Vocabulary	9-12	Ashley Ashley	New teachers, untrained teachers	Within the first quarter.	Lesson plan with Marzano's strategies	Patricia Butler
Unpacking the Common Core	9-12	Ashley Ashley	All Teachers	Within the first quarter.	Sample of unpacking standards	Patricia Butler, Principal

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
Rigor	Springboard Classroom supplies	Title 1	1,000.00
Cross-curricular Writing	CISM supplies and materials	Title 2	1,000.00
Subtotal: $2,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rigor	Student Laptop Cart	Technology Budget	25,000
Subtotal: $25,000			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Rigor	Cost of substitutes for Springboard Training	General Funds	5,000.00
Subtotal: $5,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement	Parent Involvement Facilitator and Para	Title 1	80,000
Rigor	Reading AIF	Title 1	60,000
Total: $172,000.00			

End of Writing Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Lack of prior importance placed on Social Studies curriculum.	1.1. The leadership team will specifically address the importance of the SS curriculum with teachers, specifically in Professional Learning Communities.	1.1. Patricia Butler	1.1. Classroom Walkthroughs, Lesson plan analysis	1.1. Discovery benchmark tests, EOC results		
U.S. History Goal #1: **By June 2013, 20% of students enrolled in U.S. History will demonstrate proficiency at level 3 as evidenced by the U.S. History EOC exam.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*8% of students at Level 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		

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2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. Lack of adequate rigor in U.S. History classes.	2.1. Through the use of CIS(M) lessons and DBQ's, students will be exposed to more rigorous analysis of historical documents and literature.	2.1. Patricia Butler	2.1. Classroom Walkthroughs, Lesson plan analysis	2.1. Discovery benchmark tests, EOC results		
U.S. History Goal #2: **By June 2013, 15% of students enrolled in U.S. History will demonstrate proficiency at level 4 or 5 as evidenced by the U.S. History EOC exam.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	12% of students at Level 4/5					

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each						

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Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CISM Training	9-12	District	All Social Studies Teachers	December 2012	Classroom Observation	Patricia Butler
Thinking Maps	9-12	Ashley Ashley	School-wide	Monthly	Evidence of use of TM in all classrooms campus-wide	Patricia Butler
Extended Reading Passages	9-12	Ashley Ashley	Social Studies, Science, Reading	Monthly	Classroom Observation by Administration	Patricia Butler
Building Background Knowledge	9-12	Ashley Ashley	New Teachers	Within the first quarter.	Lesson Plan	
Higher Order Thinking in Reading	9-12	Ashley Ashley	All Teachers	October 2012	Creation of HOT questions related to Springboard curriculum	Patricia Butler
Marzano's Vocabulary	9-12	Ashley Ashley	New teachers, untrained teachers	Within the first quarter.	Lesson plan with Marzano's strategies	Patricia Butler
Unpacking the Common Core	9-12	Ashley Ashley	All Teachers	Within the first quarter.	Sample of unpacking standards	Patricia Butler, Principal

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
Importance	Cost of substitutes and salary for common assessment planning.	General Funds	5,000.00
Subtotal: $5,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rigor	Student Laptop Cart	Technology Funds	25,000
Subtotal: $25,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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CISM	Cost of substitutes to send untrained teachers to CISM training	General Fund	2,000.00
DBQ Workshop PD	Cost of substitutes for DBQ PD at District	Title 1	5,000
Subtotal: 7,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: $37,000			

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
9. **Attendance**	1.1. Lack of teacher follow-up on student absences.	1.1. Teachers are calling home for every 3rd, 5th and 7th class absences. Connect-Ed daily attendance call outs. 5, 10 and 15 day letters sent home	1.1. Patricia Butler, Al McDaniel	1.1. Observation of NEST and ISS.	1.1. Attendance data in 2013.	

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Attendance Goal #1: *By June 2013, the percentage of students with excessive absences and tardies will decrease by 5%.*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	95.5%	*97%*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	463	*400*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	79	*50*				

Professional Development (PD) aligned with Strategies through Professional						

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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Training	9-12	Mel Gables	All Teachers	August 15, 2012	Parent Contact logs	Mel Gables, Alfonso McDaniel

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
Teacher Follow-up	Materials and Supplies for documentation	General Fund	$5,000
Subtotal: $5,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Parent Follow-up	Upkeep for parent computers	Title 1	7,000.00
Subtotal: $7,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Other			

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Strategy	Description of Resources	Funding Source	Amount
Title I Facilitator	Personnel	Title 1	50,000
Subtotal: $50,000			
Total: $62,000			

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		
9. Suspension	1.1. The lowest 25% of students that lack vocabulary and background knowledge often struggle to complete lesson objectives and higher order thinking skills which can lead to frustration and classroom disruptions.	1.1. Incorporate strategies to increase background knowledge of content delivered by teachers, along with vocabulary building activities that will lead to increased participation by lowest 25%.	1.1. Janann Woody, Al McDaniel.	1.1. Classroom Observation, Discipline observations.	1.1. Suspension data for 2013.		

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Suspension Goal #1: *During the 2012-2013 school year the number of Out of School Suspensions in the 9th grade will decrease from 47% (263) to below 40% by effectively using the NEST for In School Suspensions.* *By June 2013, the number of students in ISS or OSS will decrease by 20 students.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	466 (26%)	477 (24%)				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In –School				
	399 (22%)	397 (32%)				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	619 (34%)	636 (32%)				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	379 (21%)	377 (19%)				

Suspension Professional Development

Professional						

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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Procedures	9-12	Janann Woody, Ken Kipp, Patrick Herrington	All Teachers	August 16, 2012.	Classroom observation.	Al McDaniel, Patricia Butler.

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
Documentation	Supplies and Materials	General Fund	5,000.00
Subtotal: $5,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Documentation	Ink and Toner	General Fund	2,000.00
Subtotal: $2,000			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Relevance	Springboard Training – substitutes	Title 1	3,000.00
Subtotal: $3,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Facilitator and Paraprofessional	Personnel	Title 1	80,000
Guidance	Personnel	Title 1	50,000
Subtotal: $130,000			
Total: $140,000			

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	

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1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1. Lack of parent involvement	1.1. Title 1 will offer monthly parent workshops to give parents the skills they need to support their child toward graduation.	1.1. Monique Byrd, Patricia Butler	1.1. Referral to correct educational program.	1.1. Drop Out rates for 2012-13		
By June 2013, 80% of students will successfully graduate from Haines City High School.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	26% of students were deemed "drop outs"	*20% of students will be deemed "drop outs" in June 2013.*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	74% graduation rate.	*80% graduation rate.*					

Dropout Prevention Professional Development

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CISM Training	9-12	District	All Social Studies Teachers	December 2012	Classroom Observation	Patricia Butler
Thinking Maps	9-12	Ashley Ashley	School-wide	Monthly	Evidence of use of TM in all classrooms campus-wide	Patricia Butler
Extended Reading Passages	9-12	Ashley Ashley	Social Studies, Science, Reading	Monthly	Classroom Observation by Administration	Patricia Butler
Building Background Knowledge	9-12	Ashley Ashley	New Teachers	Within the first quarter.	Lesson Plan	Patricia Butler
Higher Order Thinking in Reading	9-12	Ashley Ashley	All Teachers	October 2012	Creation of HOT questions related to Springboard curriculum	Patricia Butler
Marzano's Vocabulary	9-12	Ashley Ashley	New teachers, untrained teachers	Within the first quarter.	Lesson plan with Marzano's strategies	Patricia Butler
Unpacking the Common Core	9-12	Ashley Ashley	All Teachers	Within the first quarter.	Sample of unpacking standards	Patricia Butler, Principal

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
Tutoring	SES Tutoring	Title 1	50,000
Subtotal: $50,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Up-keep of parent technology resources	Computer, printer, ink, toner	Title 1	3,000
Subtotal: $3,000			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Relevance	Springboard – substitutes	General Fund	5,000
Subtotal: $5,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Facilitator and Paraprofessional	Personnel	Title 1	80,000
Guidance	Personnel	Title 1	70,000
Reading AIF	Personnel	Title 1	60,000
Math AIF	Personnel	Title 1	60,000
Resource Teacher – Professional Development	Personnel	Title 1	50,000
Subtotal: $320,000			
Total: $378,000			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement					

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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* By June 2013, a least 30% of parents will take part in the parent workshops or Title I parent open house/annual meeting.	1.1. Lack of flexible work schedules to attend parent workshops.	1.1. Title I will offer parent workshops and parent involvement events during the morning and evening hours to accommodate different work schedules.	1.1. Charles Wynne, Brenda DeLeon	1.1. Parent Workshop evaluations, sign in sheets.	1.1. End of year Title I Parent Involvement Survey		
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	Parents for 17% of the student populous attended at least one parent meeting during the 2011-12 school year.	*By June 2013, a least 30% of parents will take part in the parent workshops or Title I parent open house/ annual meeting.*					

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing Parent Involvement	9-12	Mel Gables, Charles Wynne	All Teachers	August 14, 2012	Teacher/parent communication logs.	Patricia Butler, Principal
Mastering Parent Conferences	9-12	Mel Gables, Charles Wynne	All Teachers	First Semester	Parent Communication Logs	Patricia Butler, Principal

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
Parent workshops	Supplies, materials, and food for parent workshops	Title 1	$3,000
Parent workshops	Salaries for facilitators	Title 1	$3,000
Parent Newsletters	Postage and Supplies	Title 1	$40,000
Subtotal: $46,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Up-keep of parent computers and technology	Toner, ink, and supplements	Title 1	4,000
Subtotal: $4,000			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Facilitator and Paraprofessional	Personnel	Title 1	80,000
Title I Coordinator	Personnel	Title 1	60,000
Subtotal: $140, 000			
Total: $190, 000			

End of Parent Involvement Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

CTE Goal #1: ***By June 2013, 30% of students enrolled in a CTE Career Academy on the Haines City High School campus will successfully complete industry certification.***	1.1. A lack of knowledge of the state standards, content, or the instructional practices specific to the discipline and industry certification exams.	1.1. Workforce Education (WE) will provide opportunities for CTE teachers to attend industry training and professional development.	1.1. Patricia Butler, John Small	1.1. Classroom walkthroughs	1.1. Student industry certifications

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

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

End of CTE Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $283,000
Mathematics Budget
Total: $144,500
Science Budget
Total: $141,000
Writing Budget
Total: $172,000
Attendance Budget
Total: $62,000
Suspension Budget

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	Total: $140,000
Dropout Prevention Budget	
	Total: $378,000
Parent Involvement Budget	
	Total: 190,000
Additional Goals	
	Total:$0
	Grand Total: $1,510,500

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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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.

☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount