

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Freedom High School	District Name: Orange
Principal: Dr. Harold R. Border	Superintendent: Dr. Barbara Jenkins
SAC Chair: Dr. Jennifer P. Cupid-McCoy	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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

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	Dr. Harold R. Border	Degrees Bachelor of Science in Elementary Education, Masters Educational Leadership Doctorate Educational Certification Elementary Education 1-6 School Principal all levels	4	12	FHS 2010 School Grade A 50 % Meeting High Standards in Reading 76% Meeting High Standards in Math 87% Meeting High Standards in Writing 49% Meeting High Standards in Science 55% Making Learning Gains in Reading 78% Making Learning Gains in Math 50% of Lowest 25% Making Learning Gains in Reading 61% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% FHS 2011 School Grade B 50 % Meeting High Standards in Reading 75 % Meeting High Standards in Math 92 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 54% Making Learning Gains in Reading 78% Making Learning Gains in Math 49 % of Lowest 25% Making Learning Gains in Reading 66% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% FHS 2012 School Grade A 58 % Meeting High Standards in Reading 66 % Meeting High Standards in Math 90 % Meeting High Standards in Writing 68% Making Learning Gains in Reading 69% Making Learning Gains in Math 72 % of Lowest 25% Making Learning Gains in Reading 70% of Lowest 25% Making Learning Gains in Math AMO targets met for Asian, White, and Students with Disabilities in reading, AMO targets were met for all groups in math
Assistant Principal	Charles M. France	Degrees Bachelor of Science in Education Masters Educational Leadership Certifications Physical Education 6-12 Educational Leadership all levels	6	6	FHS 2010 School Grade A 50 % Meeting High Standards in Reading 76% Meeting High Standards in Math 87% Meeting High Standards in Writing 49% Meeting High Standards in Science 55% Making Learning Gains in Reading 78% Making Learning Gains in Math 50% of Lowest 25% Making Learning Gains in Reading 61% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% FHS 2011 School Grade B 50 % Meeting High Standards in Reading 75 % Meeting High Standards in Math 92 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 54% Making Learning Gains in Reading 78% Making Learning Gains in Math 49 % of Lowest 25% Making Learning Gains in Reading 66% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% FHS 2012 School Grade A 58 % Meeting High Standards in Reading 66 % Meeting High Standards in Math 90 % Meeting High Standards in Writing 68% Making Learning Gains in Reading 69% Making Learning Gains in Math 72 % of Lowest 25% Making Learning Gains in Reading 70% of Lowest 25% Making Learning Gains in Math AMO targets met for Asian, White, and Students with Disabilities in reading, AMO targets were met for all groups in math
Assistant Principal	Joumana Moukaddam	Degrees Bachelors Mathematics Masters Educational Leadership Certifications Mathematics 6-12 Educational Leadership all levels	3	1	FHS 2010 School Grade A 50 % Meeting High Standards in Reading 76% Meeting High Standards in Math 87% Meeting High Standards in Writing 49% Meeting High Standards in Science 55% Making Learning Gains in Reading 78% Making Learning Gains in Math 50% of Lowest 25% Making Learning Gains in Reading 61% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% FHS 2011 School Grade B 50 % Meeting High Standards in Reading 75 % Meeting High Standards in Math 92 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 54% Making Learning Gains in Reading 78% Making Learning Gains in Math 49 % of Lowest 25% Making Learning Gains in Reading 66% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% FHS 2012 School Grade A 58 % Meeting High Standards in Reading 66 % Meeting High Standards in Math 90 % Meeting High Standards in Writing 68% Making Learning Gains in Reading 69% Making Learning Gains in Math 72 % of Lowest 25% Making Learning Gains in Reading 70% of Lowest 25% Making Learning Gains in Math AMO targets met for Asian, White,

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

					and Students with Disabilities in reading, AMO targets were met for all groups in math
Assistant Principal	Luis Tousent	<p>Degrees Bachelors in Education, Masters in Technology applied to Education</p> <p>Certifications Mathematics 6-12 Educational Leadership all levels</p>	0	3	<p>Liberty Middle School 2010 School Grade A 62 % Meeting High Standards in Reading 54% Meeting High Standards in Math 80% Meeting High Standards in Writing 40% Meeting High Standards in Science 65% Making Learning Gains in Reading 76% Making Learning Gains in Math 67%. Of Lowest 25% Making Learning Gains in Reading 77% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 67%</p> <p>LMS 2011 School Grade C 59 % Meeting High Standards in Reading 54 % Meeting High Standards in Math 73 % Meeting High Standards in Writing 40 % Meeting High Standards in Science 59% Making Learning Gains in Reading 59% Making Learning Gains in Math 67 % of Lowest 25% Making Learning Gains in Reading 64% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 67%</p> <p>Boone High School 2012 School Grade B 65 % Meeting High Standards in Reading 68 % Meeting High Standards in Math 89 % Meeting High Standards in Writing 61% Making Learning Gains in Reading 54% Making Learning Gains in Math 57 % of Lowest 25% Making Learning Gains in Reading 47% of Lowest 25% Making Learning Gains in Math AMO targets were not met in reading, AMO targets in math were met for all groups except English Language Learners</p>
Assistant Principal	Stephanie Minter	<p>Degrees Bachelors of Science in Biology Master of Health Services Administration Masters in Educational Leadership</p> <p>Certifications Biology 6-12 Educational Leadership all levels</p>	0	2	<p>Celebration High School 2010-2011 FCAT A, 50% level 3 or higher in reading, 78% level 3 or higher in math, 58% learning gains in reading, 80% learning gains in math, lowest 25% making learning gains was 56% in reading, lowest 25% making learning gains in math was 71%</p> <p>Celebration High School 2011 - 2012 FCAT Pending.</p> <p>Oak Ridge High School 2010 - 2011 FCAT C ; 22% level 3 or higher in reading, 57% level 3 or higher in math, 40% learning gains in reading, 69% learning gains in math, lowest 25% making learning gains was 49% in reading, lowest 25% making learning gains in math was 60%</p> <p>Oak Ridge High School 2011 - 2012 FCAT Pending.</p> <p>Evans High School 2010-2011 FCAT Grade C; 23% level 3 or higher in reading, 51% level 3 or higher in math, 36% learning gains in reading, 68% learning gains in math, lowest 25% making learning gains was 45% in reading, lowest 25% making learning gains in math was 66%</p> <p>Gateway High School 2010-2011 FCAT A ; 44% level 3 or higher in reading, 70% level 3 or higher in math, 54% learning gains in reading, 78% learning gains in math, lowest 25% making learning gains was 52% in reading, lowest 25% making learning gains in math was 65%</p> <p>Gateway High School 2011-2012 FCAT Pending.</p> <p>Kaley Elementary School - FCAT Grade B ; 48% level 3 or higher in reading, 51% level 3 or higher in math, 80% learning gains in reading, 76% learning gains in math, lowest 25% making learning gains was 80% in reading, lowest 25% making learning gains in math was 63% AMO targets were met for reading, , AMO targets were met for all groups in math except Hispanic and English Language Learners</p>

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Megan McConkey	Degrees Bachelors English Certifications English 6-12 Reading Endorsement	4	1	FHS 2010 School Grade A 50 % Meeting High Standards in Reading 76% Meeting High Standards in Math 87% Meeting High Standards in Writing 49% Meeting High Standards in Science 55% Making Learning Gains in Reading 78% Making Learning Gains in Math 50% of Lowest 25% Making Learning Gains in Reading 61% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% FHS 2011 School Grade B 50 % Meeting High Standards in Reading 75 % Meeting High Standards in Math 92 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 54% Making Learning Gains in Reading 78% Making Learning Gains in Math 49 % of Lowest 25% Making Learning Gains in Reading 66% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% FHS 2012 School Grade A 58 % Meeting High Standards in Reading 66 % Meeting High Standards in Math 90 % Meeting High Standards in Writing 68% Making Learning Gains in Reading 69% Making Learning Gains in Math 72 % of Lowest 25% Making Learning Gains in Reading 70% of Lowest 25% Making Learning Gains in Math AMO targets met for Asian, White, and Students with Disabilities in reading, AMO targets were met for all groups in math

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Rigorous hiring process	Harold Border, Charles France, Joumana Moukaddam, Louis Tousent, Stephanie Minter	Ongoing
2. Resumes reviewed for previous teaching experiences	Harold Border, Charles France, Joumana Moukaddam, Louis Tousent, Stephanie Minter	Ongoing
3. Match teacher certification areas to teaching assignments	Harold Border, Charles France, Joumana Moukaddam, Louis Tousent, Stephanie Minter	Ongoing

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

4. Professional Development and Training opportunities for growth.	Harold Border, Charles France, Joumana Moukaddam, Louis Tousent, Stephanie Minter	Ongoing
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
24	New Teacher Trainings Teacher Mentoring Program Professional Development as needed

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
170	10% (18)	34% (58)	33% (56)	22% (38)	39% (66)		6% (10)	3% (5)	17% (29)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Allender	Stephen Illsley	Teach similar curricular content	ACP, Beginning Teacher Program/Portfolio
Bennett	Jason Jimenez	Related curricular content	ACP, Beginning Teacher Program/Portfolio
Chapman	Matthew Panzano	Related curricular content	Beginning Teacher Program/Portfolio

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

Echavarria	Mikel Bush	Teach similar curricular content	Beginning Teacher Program/Portfolio
Hamm	Caitlin Mae Clinton	Teach similar curricular content	Beginning Teacher Program/Portfolio
Hammons	Alicia Tan	Similar certification area	Beginning Teacher Program/Portfolio
Hammons	Erin Pyne	Similar certification area	ACP, Beginning Teacher Program/Portfolio
Jennings	Edward Rothmel	Related curricular content	ACP, Beginning Teacher Program/Portfolio
Light	Zachary Liberto	Teach similar curricular content	Beginning Teacher Program/Portfolio
McConkey	Lindsey Bollis	Teach similar curricular content	Beginning Teacher Program/Portfolio
McConkey	Maria DiMura	Teach similar curricular content	Beginning Teacher Program/Portfolio
McFerren	Danielle Fontaine	Teach similar curricular content	Beginning Teacher Program/Portfolio
Schmidt	Sean Burke	Teach similar curricular content	Beginning Teacher Program/Portfolio
Schomberg	Whitney Lake	Related curricular content	Beginning Teacher Program/Portfolio
Stewart	Keith Copenhaver	Teach similar curricular content	ACP, Beginning Teacher Program/Portfolio
Talbott	Sara Probst	Related curricular content	ACP, Beginning Teacher Program/Portfolio
Tarantino	Thomas Swanson	Related curricular content	ACP, Beginning Teacher Program/Portfolio
Turner-Brady	Larhone Gayle	Teach similar curricular content	ACP, Beginning Teacher Program/Portfolio
Turner-Brady	Robert Varholak, Jr	Teach similar curricular content	Beginning Teacher Program/Portfolio

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal, Assistant Principals, Curriculum Resource Teacher, Reading Coach, Inclusion Coach, SAFE Coordinator, Testing Coordinators, Title 3 Coach
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 MTSS will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in Freedom High School, our teachers and in our students? The team will meet bi-weekly to engage in the following activities. Review data and link to instructional decisions; review progress monitoring data at the grade level and the 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 professional development and resources. 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 (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS school-based leadership team utilizes the following sources of data on a continuous basis to implement and progress monitor the problem-solving process: baseline data, Progress Monitoring and Reporting Network (PMRN), Benchmark (OCPS), Florida Assessment for Instruction in Reading (FAIR), FCAT, Reading Plus, Scholastic, Reading Inventory (SRI), WriteScore, Writing Prompts(FHS Based). Progress Monitoring: PMRN, Midyear: Benchmark (OCPS), FAIR, SRI, Reading Plus, WriteScore End of Year: Benchmark (OCPS), FAIR, FCAT, Reading Plus, SRI, Pert
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. Baseline data: PERT, CELLA, Progress Monitoring and Reporting Network (PMRN), Benchmark (OCPS), Florida Assessment for Instruction in Reading (FAIR), FCAT, Reading Plus, Scholastic Reading Inventory (SRI), WriteScore, Writing Prompts(FHS Based). Progress Monitoring: PMRN, Midyear: Benchmark (OCPS), FAIR, SRI, Reading Plus, WriteScore, teacher created common assessments after evaluation of Benchmark data End of Year: Benchmark (OCPS), FAIR, FCAT, Reading Plus, SRI, CELLA, teacher created common assessments after evaluation of Benchmark data , PERT
Describe the plan to train staff on MTSS. Professional Development will be provided after school and during teacher planning throughout the year. The MTSS team will evaluate additional staff PD needs during the weekly MTSS Leadership Team meetings.
Describe the plan to support MTSS. Professional Development will be provided after school and during teacher planning throughout the year. The MTSS team will evaluate additional staff PD needs during the weekly MTSS Leadership Team meetings.

Literacy Leadership Team (LLT)

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

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Megan McConkey, Reading Coach; Claire Gatrell-Stephens, Media Specialist; Laura Schomberg, Testing Coordinator; Maria Tarantino, Testing Coordinator; Yadira Lopez, Title 3 Coach; Tomas Bennett, Social Studies; Amanda Read, English; Michelle Cole, English; Elizabeth Caminos, English; Michael Hellmund, Science
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). We will meet once a quarter to discuss upcoming literacy events. Any member of the leadership team can lead a book club.
What will be the major initiatives of the LLT this year? To promote a culture of literacy via the following: -multiple book clubs -random acts of reading (Staff members and administration go into classrooms randomly and read aloud from their favorite book. They model fluent reading and reading strategies such as making predictions or making connections) -modeling good reading strategies (Teachers will talk to students about the books they are reading. Discuss good reading strategies such as predictions, connections, summarizing, etc.) -literacy awareness (During literacy week, there will be multiple activities to build literacy: flash mob reading, random acts of reading, PSAs for reading.)

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.

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

**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 (2)(b) F.S

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

There will be multiple reading in the content area trainings led by the reading coach. Each training session will be tailored to the specific content area. The strategies will be modeled in the training as well as in the classroom. The 9th grade Reading PLC will cross train with the World History PLC on a monthly basis. The other reading PLCs will cross train with the English teachers on a monthly basis.

**High Schools Only*

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

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

Freedom High School offers a variety of applied and integrated courses to help students see the relationships between subjects and relevance to their futures. The courses include: business, culinary arts, TV production, and early childhood education. Teachers in the core classes discuss careers that require skills learned in their classes. Teachers in World Language classes teach about the cultures associated with their language and have students role play translating documents and dealing with imports and exports from that language's country. Senior English classes have students write college essays while all English classes have students do brainstorming which helps students develop problem solving skills. In Economics, students are taught about personal finance and budgeting. In American Government, students are taught the rights and responsibilities of U.S. citizenship as well as the voting process. AVID students attend college exposure field trips and have admissions officers come as guest speakers. English and AVID teachers provide SAT/ACT exposure and practice. Students are also provided information on courses that are available through dual enrollment with the OCPS technical centers. The FHS staff works collaboratively and cooperatively in Professional Learning Communities to discuss course content and cross curricular activities to provide student with the best opportunities to learn and see the relevance in their subject matter and career choices.

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?

Counselors meet with each student individually to discuss career goals and interests when setting a course of study and scheduling individual courses that meet students' needs, graduation requirements and college entrance requirements. The College and Career Center in guidance is open to all students where students receive assistance: registering for ACT and SAT, applying for colleges, applying for student loans, applying for scholarships, researching career programs, researching college programs.

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](#).

- ACT/SAT tests offered on FHS Campus 5 times during the 2012-2013 school year. Includes a school wide ACT administration for all juniors.
- Implementation of English for College Readiness classes for seniors.

October 2012

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

- Growth of the Math for College Readiness classes for students
- Growth in participation in AVID classes
- Guidance counselors meet with every senior to discuss career and college plans, give instruction regarding college applications, college scholarships and college requirements.
- Guidance counselors host College Night for FHS student and parents to disseminate information regarding career and college plans, give instruction regarding college applications, college scholarships and college requirements.
- Students are scheduled in dual enrollment courses at the technical schools to work toward obtaining industry certification. Industry certification courses are also offered on the FHS campus.
- Students are scheduled in rigorous AP courses at FHS and Dual enrollment courses at Valencia based on standardized test scores, teacher recommendations and counselor recommendations to ensure exposure to college level coursework and defray the costs of college tuition.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Student challenges with Reading Process: Comprehension	1A.1. Teachers will use differentiated instruction to address: Main Idea Author's Purpose Theme 9 th Grade Language Arts PLC 10 th Grade Language Arts PLC Reading PLC	1A.1. Principal Assistant Principals Reading Coach Curriculum Resource Teacher PLC Leaders English Dept Chair	1A.1. 9 th and 10 th grade English teachers collaborate in PLCs to create 3 mandatory formative assessments per 9 weeks. 9 th and 10 th grade English teachers collaborate in PLCs to participate in targeted Lesson Study.	1A.1 . Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on FCAT 2013 data, the percentage of students who will achieve proficiency at FCAT Level 3 will be 29% (458)	26% (415)	29% (458)	1A.2. Student challenges with Informational Text and the Research Process	1A.2. School wide focus on Reading in the Content. Reading staff development for Science and Social Studies Teacher by Reading Coach.	1A.2. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair	1A.2. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations	1A.2 Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Differentiating instruction for diverse learners with significant disabilities	1B.1. PLC focus on Differentiated Instruction to address main idea, cause and effect, supporting details ESE PLC Card Reader PCI Reading Level 1 Unique Learning News to You	1B.1. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	1B.1. Formal and informal classroom observations PLC Meetings	1B.1. Data derived from Mandatory formative and summative assessments
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on FAA 2013 data, the percentage of students who will achieve proficiency at FAA Level 4, 5, or 6 will be 46% (10)	43% (15)	46% (10)	1B.2. Making instruction comprehensible for students with significant and varying exceptionalities	1B.2. Scaffolding Instruction Card Reader PCI Reading Level 1 Unique Learning News to You	1B.2. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	1B.2. Formal and informal classroom observations PLC Meetings	1B.2. Data derived from Mandatory formative and summative assessments

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Differentiating instruction for diverse learners	2A.1. PLC focus on Differentiated Instruction Professional Development in differentiated Instruction Professional development with regard to high order questioning	2A.1. Principal Assistant Principals Reading Coach Curriculum Resource Teacher PLC leaders	2A.1. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations Monitoring lesson plans by administrative team	2A.1. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on FCAT 2013 data, the percentage of students who achieved proficiency at FCAT Level 4 or 5 will be 35% (553)	32% (511)	35% (553)	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Differentiating instruction for diverse learners with significant disabilities	2B.1. PLC focus on Differentiated Instruction PCI Reading Level 2 Unique Learning Classroom Libraries Class Novel Community Based Vocational Education	2B.1. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers Literacy Coach	2B.1. Formal and informal classroom observations PLC Meetings	2B.1. Data derived from Mandatory formative and summative assessments
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on FAA 2013 data, the percentage of students who will achieve proficiency at FAA Level 7 or above will be 19% (4)	9% (3)	19% (4)	2B.2. Making instruction comprehensible for students with significant and varying exceptionalities	2B.2. Scaffolding Instruction PCI Reading Level 2 Unique Learning Classroom Libraries Class Novel	2B.2. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers Literacy Coach	2B.2. Formal and informal classroom observations PLC Meetings	2B.2. Data derived from Mandatory formative and summative assessments

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Student challenges with Reading Process: Comprehension	3A.1 Teachers will use differentiated instruction to address: Main Idea Author's Purpose Theme 9 th Grade Language Arts PLC 10 th Grade Language Arts PLC Reading PLC.	3A.1. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair	3A.1 9 th and 10 th grade English teachers collaborate in PLCs to create 3 mandatory formative assessments per 9 weeks. 9 th and 10 th grade English teachers collaborate in PLCs to participate in targeted Lesson Study.	3A.1. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on FCAT 2013 data, the percentage of students who will make Learning Gains in reading will be 71% (1134)	68% (1086)	71% (1134)					
			3A.2. Differentiating instruction for diverse learners	3A.2. Students will participate in the Reading Plus Program a minimum of 2 times per week or complete 40 sessions with fidelity prior to FCAT testing.	3A.2. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair	3A.2. Weekly monitoring of Reading Plus class usage to determine if usage is on track to meet goal of 40 sessions.	3A.2. Reading Plus lab observations Reading Plus individual student data
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Differentiating instruction for diverse learners with significant disabilities	3B.1. PLC focus on Differentiated Instruction PCI Reading Level 1 and 2 Unique Learning Classroom Libraries News to You Books on CD/Tape Card Reader	3B.1. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	3B.1. Formal and informal classroom observations PLC Meetings	3B.1. Data derived from Mandatory formative and summative assessments
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on FAA 2013 data, the percentage of students who will make learning gains in reading will be 14% (3)	11% (4)	14% (3)					
			3B.2. Making instruction comprehensible for students with significant and varying exceptionalities	3B.2. Scaffolding Instruction PCI Reading Level 1 and 2 Unique Learning Classroom Libraries News to You Books on CD/Tape Card Reader	3B.2. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	3B.2. Formal and informal classroom observations PLC Meetings	3B.2. Data derived from Mandatory formative and summative assessments

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Student challenges with Reading Applications: Comprehension	4A.1. Reading Plus Program a minimum of 2 times per week or 40 completed sessions prior to FCAT testing with fidelity. Read 180	4A.1. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair	4A.1. Weekly monitoring of Reading Plus class usage to determine if usage is on track to meet goal of 40 sessions. Reading Plus lab observations by administration. READ 180	4A.1. Reading Plus lab observations Reading Plus individual data
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on FCAT 2013 data, the percentage of students in Lowest 25% making learning gains in reading will be 75% (1184)	72% (1150)	75% (1184)					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: Based on the FCAT 2017 or equivalent data, the achievement gap for students proficient in reading between identified subgroups will reduce by at least 50% American Indian: N/A Asian: 57% Black/African American: 37% Hispanic: 49% White: 71% English Language Learners: 19% Students with Disabilities: 23% Economically Disadvantaged: 45%	Baseline data 2010-2011		American Indian: N/A Asian: 61% Black/African American: 42% Hispanic: 53% White: 73% English Language Learners: 26% Students with Disabilities: 29% Economically Disadvantaged: 50%	American Indian: N/A Asian: 64% Black/African American: 48% Hispanic: 58% White: 76% English Language Learners: 33% Students with Disabilities: 36% Economically Disadvantaged: 54%	American Indian: N/A Asian: 68% Black/African American: 53% Hispanic: 62% White: 78% English Language Learners: 39% Students with Disabilities: 42% Economically Disadvantaged: 59%	American Indian: N/A Asian: 71% Black/African American: 58% Hispanic: 66% White: 81% English Language Learners: 46% Students with Disabilities: 49% Economically Disadvantaged: 63%	American Indian: N/A Asian: 75% Black/African American: 63% Hispanic: 70% White: 83% English Language Learners: 53% Students with Disabilities: 55% Economically Disadvantaged: 68%	American Indian: N/A Asian: 79% Black/African American: 69% Hispanic: 75% White: 86% English Language Learners: 60% Students with Disabilities: 62% Economically Disadvantaged: 73%
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: Based on FCAT 2013 data, the percentage of student subgroups making satisfactory progress in reading will be White: 74% (399) Black: 68% (204) Hispanic: 66% (591) Asian: 75% (134) American Indian: 94% (10)	2012 Current Level of Performance:* White: 71% (385) Black: 65% (188) Hispanic: 63% (546) Asian: 72% (109) American Indian: 91% (10)	2013 Expected Level of Performance:* White: 74% (399) Black: 68% (204) Hispanic: 66% (591) Asian: 75% (134) American Indian: 94% (10)	5B.1. Student challenges with Reading Process: Comprehension White: Black: Hispanic: Asian: American Indian:	5B.1. Teachers will use differentiated instruction to address: Main Idea Author's Purpose Theme 9 th Grade Language Arts PLC 10 th Grade Language Arts PLC Reading PLC	5B.1. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair	5B.1. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations Monitoring lesson plans by administrative team	5B.1. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments	
				5B.2. Differentiating Instruction for diverse learners	5B.2. PLC focus on Differentiated Instruction Professional development in Differentiated Instruction Professional development with regard to high order questioning techniques.	5B.2. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair	5B.2. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations Monitoring lesson plans by administrative team	5B.2. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Differentiating Instruction for diverse learners	5C.1. PLC focus on Differentiated Instruction Professional development in Differentiated Instruction	5C.1. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair ELL Teachers	5C.1. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations Monitoring lesson plans by administrative team.	5C.1. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments	
Reading Goal #5C: Based on FCAT 2013 data, the percentage of student subgroups making satisfactory progress in reading will be 61% (257)	2012 Current Level of Performance:* 58% (191)	2013 Expected Level of Performance:* 61% (257)	5C.2. Student challenges with Reading Process Mastering academic vocabulary	5C.2. Common vocabulary assessments developed in PLCs Professional development re: vocabulary instruction and effective strategies.	5C.2. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair ELL Teachers	5C.2. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations Monitoring lesson plans by administrative team.	5C.2. Formative common vocabulary assessment data Benchmark Exams Mini assessments	
			5C.3. Student challenges with Reading Process: Comprehension	5C.3. LEXIA Rosetta Stone	5C.3. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair ELL Teachers	5C.3. Classroom and Lab observations by administration.	5C.3. Program usage reports	
			5C.4. Exposure to reading material Length of passages	5C.4. Title III Tutoring Novel based instruction after school two days per week.	5C.4. Principal Assistant Principals Reading Coach Curr. Compliance Teacher ELL Teachers	5C.4. Data Meetings Program Observation by administration	5C.4. FAIR data, Mid and Final Assessment Data	
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. Differentiating Instruction for diverse learners	5D.1. PLC focus on Differentiated Instruction Professional development in Differentiated Instruction	5D.1. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders Staffing Specialist	5D.1. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations Monitoring lesson plans by administrative team.	5D.1. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments	
Reading Goal #5D: Based on FCAT 2012 data, the percentage of student subgroups making satisfactory progress in reading will be 61% (98)	2012 Current Level of Performance:* 58% (89)	2013 Expected Level of Performance:* 61% (98)	5D.2. Making instruction comprehensible for students with	5D.2. Support Facilitation: In English I class, the ESE	5D.2. Principal Assistant Principal	5D.2. Progress Report Monitoring Monitoring 9 week Report Card	5D.2. Data derived from: Mandatory formative and	

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

		varying exceptionalities.	instructor provides support and accommodations to Students with Disabilities within the classroom during instruction.	Inclusion Coach Language Arts Curr. Ldr Literacy Coach CRT Staffing Specialist Inclusion Coach	grades	summative assessments Edusoft Benchmark Exams Edusoft Mini-Assessments
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Student challenges with Informational Text and the Research Process	5E.1. School wide focus on Reading in the Content. Reading staff development for Science and Social Studies Teacher by Reading Coach.	5E.1. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair	5E.1. PLC Meetings Lesson Study within PLC Teams Formal and informal observations	5E.1. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on FCAT 2013 data, the percentage of Economically Disadvantaged students making satisfactory progress in reading will be 61% (576)	58% (528)	61% (576)					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Combining computers with Literacy	Career and Technology Education 9-12	Brady	CCC, Child Development, Test Prep. Couse Recovery, Digital Design Teachers 9-12	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT
Effective Strategies for Teaching Reading Standard: Reading Process Comprehension to diverse students.	English I	Caminos	9 th grade English Teachers	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT
Effective Strategies for Teaching Reading Standard: Reading Process Comprehension to diverse students.	English II	True	10 th grade English Teachers	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT
Effective Strategies for Teaching Reading Standard: Reading Process Comprehension to diverse students.	English III	Gozu	11 th grade English Teachers	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT
Effective Strategies for Teaching Reading Standard: Reading Process	English IV	Thompson	12 th grade English Teachers	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meting and reporting notes Participation and Observation by	Principal Assistant Principal

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

Comprehension to diverse students.					administrative team in PLC meetings	CRT
Effective Strategies for Teaching Reading Standard: Reading Process Comprehension to diverse students	Reading	McConkey	Reading teachers grades 9-12	PLCs meet 3 times per month on Wednesdays	Monitoring of uniform PLC meeting and reporting notes Participation	Principal Assistant Principal CRT
Combining the Arts with Literacy	Fine Arts	Vega	Fine Arts teachers	PLCs meet 3 times per month on Wednesdays	Monitoring of uniform PLC meeting and reporting notes Participation	Principal Assistant Principal CRT

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

Reading Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read 180	<i>READ 180</i> is a comprehensive system of curriculum, instruction, assessment to raise reading achievement for struggling readers in Grades 4–12+. <i>READ 180</i> is designed to maximize student engagement and teacher effectiveness.	100 Rbook consumables for 2012-2013 school year Total=\$2,495	2,495
Edge	<i>Edge</i> is a core Reading/Language Arts program designed for students reading below grade level. The program provides relevant and motivational text that will provide opportunity to differentiate instruction.	N/A	0
PCI	<i>PCI</i> is a reading program for students with intellectual disabilities.	N/A	0
News to You	<i>News to You</i> is a symbol supported, word based current events that can be used across content areas.	N/A county provided	0
Unique Learning	<i>Unique Learning</i> a standard based curriculum designed for special learners, has multiple levels and can be used across content areas.	N/A county provided	0
			Subtotal: 2,495

Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Plus	Reading Plus provides rapid and sustainable comprehension and silent reading fluency gains. The system's assessments, individualized intervention, and progress monitoring identify students' needs and provide curriculum to remediate struggling students.	One Year License=\$6,510	6,510
Lexia	Lexia is a technology-based system of differentiated practice, embedded assessment and targeted instruction, designed as an essential component of every reading curriculum. <i>Lexia Reading</i> provides explicit, systematic, and structured practice on the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension.	N/A	
Rosetta Stone	Rosetta Stone's advanced speech recognition technology guides students to more accurate pronunciation.		
			Subtotal: 6,510

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading in the content across the curriculum.	Strategies for teaching reading through Science, Social Studies, Engineering, AVID, visual and performing arts.	FHS (after school professional development-no subs required)	0

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

Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
ESE/ELL Trunks	Class sets of novels, informational related text, vocabulary strategies, related media, instructional materials.	N/A nothing new purchased for 2012-2013 school year.	0
Subtotal: 0			
Total: 9,005			

End of Reading Goals

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

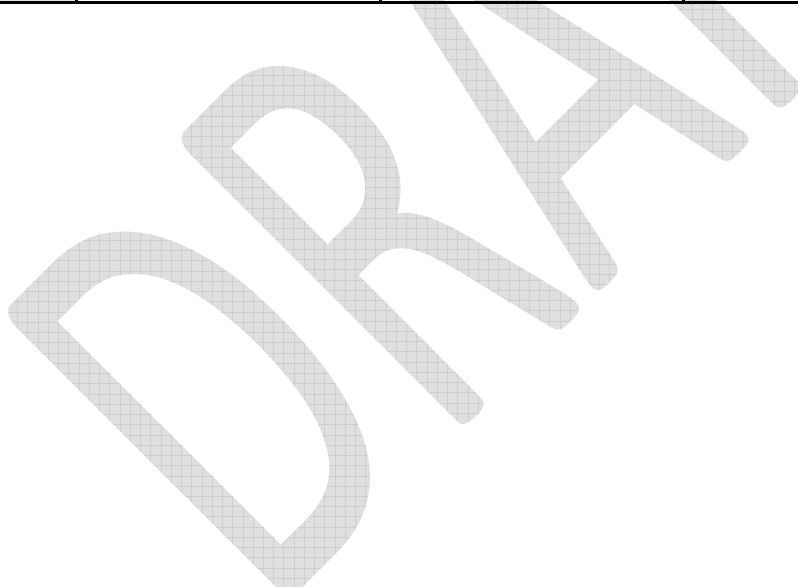
Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: <i>Based on 2013 CELLA data, students scoring proficient in listening/speaking will be 72% (360)</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 69% (302).	Student speaks and understands spoken English below grade level.	Use of Lexia to assist students in the acquisition of academic language. Teachers implement ELL listening and speaking strategies in the classrooms.	Principal Assistant Principals ELL Compliance Teacher ELL Teachers	Classroom observations by teachers	Data derived from formal and informal classroom observations Formative Evaluation
		1.2. Making instruction comprehensible (DI) for students with varying language disabilities.	1.2. ELL Bilingual paraprofessional assigned to provide academic assistance to students in mainstream classes.	1.2. Principal Assistant Principals ELL Compliance Teacher Classroom Teachers ELL Paraprofessionals	1.2. Classroom observations by teachers and paraprofessionals	1.2. Data derived from formal and informal classroom observations Formative Evaluation
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>Based on 2013 CELLA data, students scoring proficient in reading will be 32% (160)</i>	2012 Current Percent of Students Proficient in Reading: 29% (130).	Student reads and understands English below grade level.	LEXIA Rosetta Stone Reading Plus Teachers implement ELL strategies in the classrooms.	Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair ELL Compliance Teacher ELL Reading Teachers	Classroom and Lab observations by administration. Review of student's academic performance	Program usage reports Summative and Formative Evaluation
		2.2. Challenges with reading process: Vocabulary	2.2. Common vocabulary assessments developed in PLCs Professional development re: vocabulary instruction and effective strategies. Title III Tutoring to help build vocabulary	2.2. Principal Assistant Principals Reading Coach Curric Resource Teacher PLC Leaders English Dept Chair ELL Compliance Teacher ELL Reading Teachers	2.2. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations Monitoring lesson plans by administrative team.	2.2. Formative common vocabulary assessment data Benchmark Exams Mini assessments Formative Evaluation

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Student writes and understands English below grade level.	2.1. Teachers implement ELL writing strategies in the classroom. Title III Tutoring to help build vocabulary	2.1. Principal Assistant Principals Reading/Literacy Coach Curric Resource Teacher PLC Leaders English Dept Chair ELL Compliance Teacher Content Area Teachers	2.1. Practice prompt data;	2.1. Data derived from: Mandatory formative and summative assessments
CELLA Goal #3: <i>Based on 2013 CELLA data, students scoring proficient in writing will be 42% (210)</i>	2012 Current Percent of Students Proficient in Writing : 39% (170)	2.2 Student challenges with Writing Process: Writing Conventions	2.2 FCAT Writing Training: The literacy coach provides professional development for teachers from various content areas on the writing expectations. These teachers incorporate those expectations within their content areas.	2.2. Principal Assistant Principals Reading/Literacy Coach Curric Resource Teacher PLC Leaders English Dept Chair ELL Compliance Teacher Content Area Teachers	2.2 Practice prompt data; observations by literacy coach of content area teachers	2.2 Data derived from: Mandatory formative and summative assessments



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

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
Edge	<i>Edge</i> is a core Reading/Language Arts program designed for students reading below grade level. The program provides relevant and motivational text that will provide opportunity to differentiate instruction.	N/A	0
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Plus	Reading Plus provides rapid and sustainable comprehension and silent reading fluency gains. The system's assessments, individualized intervention, and progress monitoring identify students' needs and provide curriculum to remediate struggling students.	N/A(see Reading Budget)	
Lexia	Lexia is a technology-based system of differentiated practice, embedded assessment and targeted instruction, designed as an essential component of every reading curriculum. <i>Lexia Reading</i> provides explicit, systematic, and structured practice on the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension.	N/A	
Rosetta Stone	Rosetta Stone's advanced speech recognition technology guides students to more accurate pronunciation.		
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of CELLA Goals

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

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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Based on the data from the 2013 FAA, the percentage of students who will achieve a score of level 4, 5, or 6 in mathematics will be 46% (10)	2012 Current Level of Performance:* 43% (16)	2013 Expected Level of Performance:* 46% (10)	Differentiating instruction for diverse learners with significant disabilities	PLC focus on Differentiated Instruction to address main idea, cause and effect, supporting details ESE PLC Equals Math Versa Tiles Unique Learning News to You Manipulatives Community Based Instruction	Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	Formal and informal classroom observations PLC Meetings	Data derived from Mandatory formative and summative assessments
			1.2.	1.2.	1.2.	1.2.	1.2.
			Making instruction comprehensible for students with significant and varying exceptionalities	Scaffolding Instruction Equals Math Versa Tiles Unique Learning News to You Manipulatives Community Based Instruction	Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	Formal and informal classroom observations PLC Meetings	Data derived from Mandatory formative and summative assessments
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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Based on the data from the 2013 FAA, the percentage of students who will achieve a score of level 7 or higher in mathematics will be 11% (2)	2012 Current Level of Performance:* 8% (3)	2013 Expected Level of Performance:* 11% (2)	Differentiating instruction for diverse learners with significant disabilities	PLC focus on Differentiated Instruction PCI Reading Level 2 Unique Learning Classroom Libraries Class Novel Community Based Vocational Education	Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	Formal and informal classroom observations PLC Meetings	Data derived from Mandatory formative and summative assessments
			2.2.	2.2.	2.2.	2.2.	2.2.
			Making instruction comprehensible for students with significant and varying exceptionalities	Scaffolding Instruction PCI Reading Level 2 Unique Learning Classroom Libraries Class Novel	Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	Formal and informal classroom observations PLC Meetings	Data derived from Mandatory formative and summative assessments

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

			Community Based Vocational Education			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. Mathematics Goal #3: Based on the data from the 2013 FAA, the percentage of students who will make learning gains in mathematics will be 14% (3)	2012 Current Level of Performance:* 11% (3)	2013 Expected Level of Performance:* 14% (3)	3.1. Differentiating instruction for diverse learners with significant disabilities	3.1. PLC focus on Differentiated Instruction Equals Math Versa Tiles Unique Learning News to You Manipulatives Community Based Instruction Community Based Vocational Education	3.1. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	3.1. Formal and informal classroom observations PLC Meetings	3.1. Data derived from Mandatory formative and summative assessments
			3.2. Making instruction comprehensible for students with significant and varying exceptionalities	3.2. Scaffolding Instruction Equals Math Versa Tiles Unique Learning News to You Manipulatives Community Based Instruction Community Based Vocational Education	3.2. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	3.2. Formal and informal classroom observations PLC Meetings	3.2. Data derived from Mandatory formative and summative assessments

End of Florida Alternate Assessment High School Mathematics Goals

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

High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017											
A. In six years, school will reduce their achievement gap by 50%. HS Mathematics Goal A: Based on the EOC 2017 or equivalent data, the achievement gap for students proficient in math between identified subgroups will reduce by at least 50% American Indian: N/A Asian: 72% Black/African American: 37% Hispanic: 44% White: 60% English Language Learners: 36% Students with Disabilities: 27% Economically Disadvantaged: 44%	Baseline data 2010-2011		American Indian: N/A Asian: 74% Black/African American: 42% Hispanic: 49% White: 63% English Language Learners: 41% Students with Disabilities: 33% Economically Disadvantaged: 49%	American Indian: N/A Asian: 77% Black/African American: 48% Hispanic: 53% White: 67% English Language Learners: 47% Students with Disabilities: 39% Economically Disadvantaged: 53%	American Indian: N/A Asian: 79% Black/African American: 53% Hispanic: 58% White: 70% English Language Learners: 52% Students with Disabilities: 45% Economically Disadvantaged: 58%	American Indian: N/A Asian: 81% Black/African American: 58% Hispanic: 63% White: 73% English Language Learners: 57% Students with Disabilities: 51% Economically Disadvantaged: 63%	American Indian: N/A Asian: 84% Black/African American: 63% Hispanic: 67% White: 77% English Language Learners: 63% Students with Disabilities: 57% Economically Disadvantaged: 67%	American Indian: N/A Asian: 86% Black/African American: 69% Hispanic: 72% White: 80% English Language Learners: 68% Students with Disabilities: 64% Economically Disadvantaged: 72%											
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool												
B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. HS Mathematics Goal B: Based on the EOC 2013 data, the percentage of student subgroups making satisfactory progress in math will be White: 80% Black: 50%	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White: 78%</td> <td>White: 80%</td> </tr> <tr> <td>Black: 48%</td> <td>Black: 50%</td> </tr> <tr> <td>Hispanic: 63%</td> <td>Hispanic: 65%</td> </tr> <tr> <td>Asian: 86%</td> <td>Asian: 88%</td> </tr> <tr> <td>American Indian: N/A</td> <td>American Indian: N/A</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 78%	White: 80%	Black: 48%	Black: 50%	Hispanic: 63%	Hispanic: 65%	Asian: 86%	Asian: 88%	American Indian: N/A	American Indian: N/A	3B.1. Make instruction relevant with varying cultural and language background. White: Black: Hispanic: Asian: American Indian:	3B.1. The use of technology in the classroom is helping student to understand and relate to instruction in the classroom. The use of Flipped instruction and Pearson success videos in instruction.	3B.1. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	3B.1. Electronic assessment	3B.1. Florida focus Pearson success electronic assessment	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
White: 78%	White: 80%																		
Black: 48%	Black: 50%																		
Hispanic: 63%	Hispanic: 65%																		
Asian: 86%	Asian: 88%																		
American Indian: N/A	American Indian: N/A																		
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.													

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

Hispanic: 65% Asian: 88% American Indian: N/A		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			3C.1. Inadequate vocabulary acquisition of mathematical terms.	3C.1. Development of interactive word walls. Implementation of graphic organizer using vocabulary terms.	3C.1. Principal Assistant Principal ELL compliance Teacher Literacy coach Teachers	3C.1. Analysis effective graphic organizers and chapter test using EOC formatted questions.	3C.1. Teacher made assessments Mini benchmark exam Pearson success resources.
<u>HS Mathematics</u> Goal C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on EOC 2013 date, the percentage of ELL making satisfactory progress in Math will be 46%	44%	46%					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
				3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			3D.1. Students learn at varying paces. Time during classes needed to re-teach skills so students have mastered skill.	3D.1. Teacher will administer common assessments using previous skill in each assessment to prove mastery.	3D.1. Classroom teachers PLC Staffing specialist Inclusion coach	3D.1. Teacher will gather data in common assessment periodically testing the same benchmark to monitor mastery of the benchmark.	3D.1. Common assessments Benchmark assessment Mini assessment
<u>HS Mathematics</u> Goal D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on EOC 2013 date, the percentage of SWD making satisfactory progress in Math will be 43%	40%	43%					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			3E.1. Economically disadvantaged students may have trouble in obtaining adequate support for learning at home.	3E.1. Tutoring session offered by individual teacher and math club. Differential instruction in classroom.	3E.1. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	3E.1. Teacher will gather data in common assessment periodically testing the same benchmark to monitor mastery of the benchmark.	3E.1. Common assessments Benchmark assessment Mini assessment
<u>HS Mathematics</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Goal E: Based on EOC 2013 date, the percentage of Economically Disadvantaged students making satisfactory progress in Math will be 63%	60%	63%					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of HS Mathematics AMO Goals

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Differentiating Instruction for diverse Learners	1.1. PLC lesson Study and Formative/summative assessment development. Implementation of resource through IMS curriculum. Algebra 1 PLC	1.1. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	1.1. Math PLC collaboration Lesson Study evaluation Administrative Observation PLC Anecdotal record	1.1. Algebra 1 benchmark Exam Data CIM lesson and mini benchmark assessments. PLC Developed Mandatory Formative and Summative Math Assessment data PLC will review assessments posted on IMS to implement into classrooms.
Algebra 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the data from the 2013 Algebra 1 End of course Exam, the percentage of student who will achieve proficiency at Level 3 will be 49% (294)	46% (273)	49% (294)					
			1.2. Inadequate time for student to assimilate Algebra 1 curriculum, passed by order of instruction	1.2. PLC will review curriculum to assess material that can be chunked together.	1.2. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	1.2. Lesson Study evaluation Administrative Observation PLC Anecdotal record	1.2. PLC will develop Units of materials that utilize more than one skill and assess previous knowledge.
			1.3. Deficiencies in mathematical development especially with basic skill	1.3. PLC will review scaffolding strategies to implement into curriculum. PLC will rewrite Formative/ summative assessment that will include skill that should have been developed in previous year.	1.3. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	1.3. Lesson Study evaluation Administrative Observation PLC Anecdotal record	1.3. PLC will review curriculum posted on IMS from previous year and implement skill building materials.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Increase of rigors curriculum based on inquiry learning of skill with time barriers.	2.1. Teacher will review SAT/ACT materials relevant to Algebra 1 curriculum. Teachers will develop project base assignments that are inquiry based.	2.1. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	2.1. Administrator Use of PSAT, SAT, and ACT material infused into curriculum.	2.1. New teacher evaluation system. Classroom observation
Algebra Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the date from the 2013 Algebra 1 End of course Exam, the percentage of student who	16% (97)	19% (114)					

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

will achieve proficiency at Level 4 and Level 5 will be 19% (114)		2.2. Lack of experience with format, contents, and verbiage on End of course exams.	2.2. Bell ringers develop through Algebra 1 and Honors Algebra PLC exposing student to require skills required spiraling into technology required for success on EOC.	Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	2.2. Math PLC collaboration Lesson study evaluation Administrative Observation PLC anecdotal records.	2.2. Algebra 1 benchmark data PLC developed Mandatory mini benchmark Formative and Summative Math assessment data.
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End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Differentiating Instruction for diverse Learners	1.1. PLC lesson Study and Formative/summative assessment development. Implementation of resource through IMS curriculum. Geometry PLC	1.1. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	1.1. Math PLC collaboration Lesson Study evaluation Administrative Observation PLC Anecdotal record	1.1. Geometry benchmark Exam Data CIM lesson and mini benchmark assessments. PLC Developed Mandatory Formative and Summative Math Assessment data PLC will review assessments posted on IMS to implement into classrooms.
Geometry Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the 2013 Geometry EOC date, the percentage of student scoring Level 3 equivalent in Geometry will be 34% (306)	31% (264)	34% (306)					
			1.2. Inadequate time for student to assimilate Geometry curriculum, passed by order of instruction.	1.2. PLC will review curriculum to assess material that can be chunked together.	1.2. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	1.2. Lesson Study evaluation Administrative Observation PLC Anecdotal record	1.2. PLC will develop Units of materials that utilize more than one skill and assess previous knowledge.
			1.3. Deficiencies in mathematical development especially with basic skill.	1.3. PLC will review scaffolding strategies to implement into curriculum. PLC will rewrite Formative/ summative assessment that will include skill that should have been developed in previous year.	1.3. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	1.3. Lesson Study evaluation Administrative Observation PLC Anecdotal record	1.3. PLC will review curriculum posted on IMS from previous year and implement skill building materials.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Increase of rigors curriculum based on inquiry learning of skill with time barriers.	2.1. Teacher will review SAT/ACT materials relevant to Geometry curriculum. Teachers will develop project base assignments that are inquiry based.	2.1. Principal Assistant Principal PLC Leader Math Teacher Math Curriculum Leader CRT	2.1. Administrator Use of PSAT, SAT, and ACT material infused into curriculum.	2.1. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments
Geometry Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the Geometry 2013 data, the percentage of students scoring Level 4 and Level 5 equivalent..in	11% (97)	14% (126)					

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

Geometry will be 14% (126)		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

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

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Strategies for Teaching Algebra 1 Standards to diverse students.	Algebra 1	Andersen	Algebra 1 and Algebra 1 Honors teachers	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meeting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT
Effective Strategies for Teaching Geometry Standards to diverse students.	Geometry	Fuller	Geometry and Geometry Honors teachers	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meeting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT

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

Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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

Florida Alternate Assessment High School Science Goals

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

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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: Based on the data from the 2013 FAA, the percentage of students who will achieve a score of 4, 5, or 6 in science will be 25% (3)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Differentiating instruction for diverse learners with significant disabilities.	PLC focus on Differentiated Instruction PCI Environmental Print Unique Learning	Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	Formal and informal classroom observations PLC Meetings	Data derived from Mandatory formative and summative assessments
	22% (2)	25% (3)					
			1.2.	Making instruction comprehensible for students with significant and varying exceptionalities	Scaffolding Instruction PCI Environmental Print Unique Learning	Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	Formal and informal classroom observations PLC Meetings
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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: Based on the data from the 2013 FAA, the percentage of students who will achieve a score of 7 or above in science will be 15% (2)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Differentiating instruction for diverse learners with significant disabilities.	PLC focus on Differentiated Instruction PCI Environmental Print Unique Learning Functional Lab	Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	Formal and informal classroom observations PLC Meetings	Data derived from Mandatory formative and summative assessments
	0% (0)	15% (2)					
			2.2.	Making instruction comprehensible for students with significant and varying exceptionalities.	Scaffolding Instruction PCI Environmental Print Unique Learning Functional Lab	Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	Formal and informal classroom observations PLC Meetings

End of Florida Alternate Assessment High School Science Goals

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Differentiating Instruction for diverse learners.	1.1. PLC lesson Study and Formative/summative assessment development. Implementation of resource through IMS curriculum. Biology PLC	1.1. Principal Assistant Principal PLC Leader Biology Teachers CRT	1.1. Science PLC collaboration Lesson Study evaluation Administrative Observation PLC Anecdotal record	1.1. Biology benchmark Exam Data PLC Developed Mandatory Formative and Summative Biology Assessment data
Biology 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on 2013 Biology End of Course exam data, the percentage of students achieving proficiency Level 3 equivalent on Biology exams will be 44% (418)	41% (367)	44% (418)					
			1.2. Inadequate time for student to assimilate Biology curriculum, passed by order of instruction.	1.2. PLC will review curriculum to assess material that can be chunked together.	1.2. Principal Assistant Principal PLC Leader Biology Teachers CRT	1.2. Lesson Study evaluation Administrative Observation PLC Anecdotal record	1.2. PLC will develop Units of materials that utilize more than one skill and assess previous knowledge.
			1.3. Students have weak critical thinking skills.	1.3. Focus on teaching and reinforcing science process skills.	1.3. Principal Assistant Principal PLC Leader Biology Teachers CRT	1.3. PLC Meetings Lesson Study within PLC Teams Formal and informal classroom observations	1.3. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. Increase of rigors curriculum based on inquiry learning of skill with time barriers.	2.1. Teacher will review SAT/ACT materials relevant to Biology curriculum. Teachers will develop project based assignments that are inquiry based.	2.1. Principal Assistant Principal PLC Leader Biology Teachers CRT	2.1. Administrator Use of PSAT, SAT, and ACT material infused into curriculum.	2.1. Data derived from: Mandatory formative and summative assessments Benchmark Exams Mini-Assessments
Biology 1 Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on 2013 Biology End of course exam data, the percentage of student achieving proficiency Level 4 and Level 5 equivalent on the Biology exams will be 23% (219)	20% (178)	23% (219)					
			2.2.	2.2.	2.2.	2.2.	2.2.

End of Biology 1 EOC Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Strategies for Teaching Biology Standards to diverse students.	Biology	Lang	Biology and Biology Honors teachers	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT

Science Budget (Insert rows as needed)

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

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Student challenges with Writing Process: Writing Conventions	1A.1. FCAT Writing Training: The literacy coach provides professional development for teachers from various content areas on the writing expectations. These teachers incorporate those expectations within their content areas.	1A.1. Principal Assistant Principals Curriculum Resource Teacher PLC Leaders English Dept Chair	1A.1. Practice prompt data; observations by literacy coach of content area teachers	1A.1 . Data derived from: Mandatory formative and summative assessments
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the data from the 2013 FCAT Writing, the percentage of students who will achieve a score of 3.0 or higher in writing will be 93% (754)	90% (695)	93% (754)					
	1A.2. Differentiating instruction for diverse learners.						
	1A.3. Student lack of knowledge of the scoring rubric.		1A.3. FCAT Writing Practice Prompt Sessions: Various content area teachers and English teachers provide meaningful feedback over the course of four different practice prompts. Students will receive specific feedback based upon the rubric. Students will be shown anchor papers in order to provide examples of the different levels.	1A.3. Principal Assistant Principals Curriculum Resource Teacher Teachers	1A.3. Practice prompt data	1A.3. Practice prompt data	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1.B.1. Differentiating instruction for diverse learners with significant disabilities.	1.B.1. PLC focus on Differentiated Instruction News to You Morning Meeting Pen Pals Computer Based Writing	1.B.1. Principal Assistant Principal ESE CRT Staffing Specialist ESE Classroom Teachers	1.B.1. Formal and informal classroom observations PLC Meetings	1.B.1. Data derived from Mandatory formative and summative assessments
Writing Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Based on the data from the 2013 FAA, the percentage of students who will achieve a score of 4 or above in writing will be 32% (5)	29% (4)	32% (5)					
	1.B.2. Making instruction comprehensible for students with significant and varying exceptionalities.		1.B.2. Scaffolding Instruction News to You Morning Meeting	1.B.2. Principal Assistant Principal ESE CRT	1.B.2. Formal and informal classroom observations	1.B.2. Data derived from Mandatory formative and summative assessments	

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

			Pen Pals Computer Based Writing	Staffing Specialist ESE Classroom Teachers	PLC Meetings	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

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

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
Writing Boot Camp			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
FHS Writing Practice Prompts	Substitute Teachers	Title II	\$4400.00
			Subtotal: 4400.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 4400.00

End of Writing Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Consistency with progression to correct attendance concerns including parental contact.	1.1. Attendance Letters sent to the home of students with 5, 10 or more absences in a semester. Child Study Team Meetings for students with more than 10 absences in a semester.	1.1. Principal Assistant Principals Deans Guidance Counselors Attendance Clerk Teachers	1.1. Child Study Team Records Attendance Data	1.1. 2013 Final Attendance Data as well as monitoring EDW throughout the year for effectiveness.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Based on the 2013 Attendance Data, the average daily attendance will be 94.06%.	93.06%(2884)	94.06%(2915)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	46.71% (1448)	43.71%(1355)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
165	140						
			1.2. Accurate attendance records per period each day.	1.2. Monitoring unsubmitted attendance reports by teachers ensuring accurate attendance	1.2. Principal Assistant Principals Deans Guidance Counselors Attendance Clerk Social Worker SAFE Coordinator	1.2. Daily unsubmitted attendance report	1.2. 2013 Final Attendance Data as well as monitoring EDW throughout the year for effectiveness.
			1.3. Lack of student incentives to attend school	1.3. Provide incentives for students who make improvements in attendance.	1.3. Principal Assistant Principals Deans SGA Sponsors	1.3. Monthly perfect attendance list	1.3. 2013 Final Attendance Data as well as monitoring EDW throughout the year for effectiveness.

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension									
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
1. Suspension			1.1. Students lack the knowledge of the OCPS Student code of Conduct.	1.1. First Day of school Deans review OCPS Student Code of Conduct via Patriot TV Periodic review of OCPS Code of Conduct via Patriot TV. Student/Parent signature forms collected and logged to determine missing signatures. Specific students meet with deans to review code of conduct and complete signature page. Code of Conduct reminders via: Connect Orange Patriot TV P.A. daily announcements	1.1. Principal Assistant Principals Guidance Counselors Deans	1.1. Classroom walkthroughs Teacher and administration observations	1.1. 2013 EDW Discipline Data Monitor Monthly In School Suspension numbers as well as Out of School Suspension data.					
Suspension Goal #1: Based on 2012 Suspension data, the percentage of students who will be suspended out of school will be 6.54% (203 students)	<u>2012 Total Number of In-School Suspensions</u> 8.03%(249)	<u>2013 Expected Number of In-School Suspensions</u> 7.03%(218)										
	<u>2012 Total Number of Students Suspended In-School</u> 5.68%(176)	<u>2013 Expected Number of Students Suspended In-School</u> 4.68%(145)										
	<u>2012 Total Number of Out-of-School Suspensions</u> 10.19%(316)	<u>2013 Expected Number of Out-of-School Suspensions</u> 9.19%(285)										
	<u>2012 Total Number of Students Suspended Out-of-School</u> 7.54%(234)	<u>2013 Expected Number of Students Suspended Out-of-School</u> 6.54%(203)										
								1.2. Student has acquired inappropriate social behaviors.	1.2. Complete a S.A.F.E/ Behavior referral and placed in an intervention group. Behavior Contracts	1.2. Principal Assistant Principals Guidance Counselors Deans SAFE Coordinator Behavior Specialist	1.2. Classroom walkthroughs Teacher and administration observations	1.2. 2013 EDW Discipline Data Monitor Monthly In School Suspension numbers as well as Out of School Suspension data.

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: Based on 2013 Dropout Rate data, the percentage of students dropping out will be Based on 2013 Graduation Rate data, the percentage of students graduating will be 93% (695).	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	GPA deficit	Below 2.0 Parent Conferences Parent Information Night to inform parents of options Review biweekly report from Teachers of students with D's and F's	Principal Assistant Principal of Instruction Guidance Counselors Deans	Reduction in number of students with GPA's below 2.0	GPA report
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2. Credit Deficit	1.2. Advisement for credit recovery programs such as E2020, FLVS, and night school Parent Information Night to inform parents of options	1.2. Principal Assistant Principal of Instruction Guidance Counselors Deans	1.2. Reduction in students off grade level due to missing credits	1.2. Students at Risk report

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Support	9-12	Moukaddam	Guidance Counselors	Meets weekly to plan and implement comprehensive guidance services to all services	Monitoring of student grades, credits	API Guidance Counselors

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Lack of communication with parents regarding events	1.1. Utilize Connect Orange for Events FHS Website updated to include current events Advertising at: 9th grade meet your teacher Open House Taste of Freedom	1.1. Principal Assistant Principal Additions Volunteer Coordinator	1.1. Surveys	1.1. Will use ADDitions volunteer data as well as use the number of volunteer hours accumulated.
Parent Involvement Goal #1: Based on the ADDitions volunteer data, Freedom High school will increase the number of ADDition volunteers by 10% or by 25 volunteer for the 2012-2013 school year.	2012 Current Level of Parent Involvement:* 224 volunteers	2013 Expected Level of Parent Involvement:* 250 volunteers					
			1.2. Parents not aware of volunteer opportunities	1.2. FHS Website updated to include current events	1.2. Principal Assistant Principal Additions Volunteer Coordinator	1.2. Surveys	1.2. Will use ADDitions volunteer data as well as use the number of volunteer hours accumulated.
			1.3. Parents unable to attend due to work.	1.3. Host event after 6pm	1.3. Principal Assistant Principal	1.3. Surveys	1.3. Will use ADDitions volunteer data as well as use the number of volunteer hours accumulated.

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Based on 2013 certification results, of the students receiving certification in the areas of science, technology, engineering or mathematics will be	1.1. Getting students interested in STEM fields	1.1. Connect with the middle schools to increase awareness Have tables at the Taste of Freedom and 8 th grade night Promote rockets and robotics club Increase courses offered through flipped instruction	1.1. Principal Assistant Principals STEM teachers Guidance Counselors Deans Flipped Instruction teachers	1.1. Tracking students in the CCC and flipped instruction classes to determine if they go on to other STEM classes Maintaining a database of students taking courses toward STEM certification	1.1. Records of students completing STEM certification
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Combining computers with Literacy	Career and Technology Education 9-12	Brady	CCC, Child Development, Test Prep. Couse Recovery, Digital Design Teachers 9-12	PLC meeting 3 times per month on Wednesday	Monitoring of uniform PLC meting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT
Flipped Instruction	Science Math		Math and Science flipped instruction teachers	PLC meeting 1 time per month on Wednesday	Monitoring of uniform PLC meting and reporting notes Participation and Observation by administrative team in PLC meetings	Principal Assistant Principal CRT

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>CTE Goal #1: Based on the 2013 CTE school data, Freedom High School will have 200 students participate in industry certification exams.</p> <p>CTE Goal #2: Based on the 2013 CTE school data, Freedom High School will have 100 students accepted for dual enrollment at the technical schools</p>	<p>1.1. FCAT and EOC exams take away from time on computer to help prepare students for the exams.</p>	<p>1.1 Minimize the use of CTE computer labs for FCAT or EOC use.</p>	<p>1.1. Principal Asst Principal CTE coordinator Testing Coordinators</p>	<p>1.1. Work with the teachers to monitor student progress toward industry certification</p>	<p>1.1. Number of student who participate in Industry Certification exams.</p>
	<p>2.1 Student awareness of the programs offered through the technical schools.</p>	<p>2.1 Promote courses offered at the technical schools on Patriot TV Invite representatives from technical schools to do open presentations Take interested students on fieldtrips to the technical schools Have Guidance Counselors address dual enrollment at the technical schools when talking to students about future career goals</p>	<p>2.1 Principal Asst Principal CTE coordinator Guidance Counselors</p>	<p>2.1 Track students that attend tech school presentations in the PAC to determine if they apply to a dual enrollment program</p>	<p>2.1 Number of students accepted into dual enrollment courses at the technical schools</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

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

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	Lack of exposure to the format of the AP exams.	Practice AP exam sessions held on Saturdays several times during the year Teachers use AP formatting for classroom exams	Principal Assistant Principal AP teachers	Monitor student performance on practice exams and classroom tests	AP evaluations
Based on the 2013 AP results, the percentage of students that receive a score of 3 or higher on the AP exams will be 47% (1034).	42% (837)	47% (1034)					
Additional Goal #2:	207	220	2.1.	2.1	2.1.	2.1.	2.1.
Based on May 2013 AVID enrollment, the number of students successfully participating in AVID classes will be			Lack of understanding of the benefits of AVID at the middle school level.	Work with the middle school coordinators to set up opportunities for 8 th grade students to shadow current high school AVID students	Principal Assistant Principal AVID Coordinator AVID Counselor AVID teachers	Monitor student recruitment and retention process	Enrollment reports
Additional Goal #3:			3.1.	3.1	3.1.	3.1.	3.1.
Based on the 2013 math enrollment, the percentage of students that are enrolled in upper level math (beyond Algebra II) will be			Increase of rigors curriculum based on inquiry learning of skill with time barriers.	Teacher will review SAT/ACT materials relevant to upper level math curriculum. Teachers will develop project base assignments that are inquiry based.	Principal Assistant Principal PLC Leader Math Teachers Math Curriculum Leader CRT	Administrator Use of PSAT, SAT, and ACT material infused into curriculum.	Data derived from: Mandatory formative and summative assessments
Additional Goal #4:			4.1.	4.1	4.1.	4.1.	4.1.
Based on the 2013 science enrollment, the percentage of students that are enrolled in upper level science (beyond Physics) will be			Increasing rigors of curriculum based on inquiry learning of skill.	Teacher will review SAT/ACT materials relevant to upper level science curriculum. Teachers will develop project base assignments that are inquiry based.	Principal Assistant Principal PLC Leader Science Teachers	Administrator Use of PSAT, SAT, and ACT material infused into curriculum.	Data derived from: Mandatory formative and summative assessments
Additional Goal #5:	3% (43)	6% (92)	5.1	5.1	5.1	5.1	5.1
Based on the 2013 college dual enrollment, the percentage of students that are enrolled in and successfully complete courses at			Student lack of awareness of availability of college dual enrollment.	Guidance Counselors will discuss college dual enrollment options with potential 10 th and 11 th grade student candidates	Principal Assistant Principal of Instruction Guidance Counselors	Monitor student grades in college dual enrollment courses	Performance Data

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

the college level will be 6% (92)							
Additional Goal #6: Based on the June 2013 SAT/ACT data the average scores will be ACT Composite score 22.1 SAT Verbal 500 Math 505 Writing 474	ACT Composite 19.1 SAT Verbal 485 Math 490 Writing 460	ACT Composite 22.1 SAT Verbal 500 Math 505 Writing 474	6.1 Lack of academic vocabulary exposure.	6.1 SAT word of the day incorporated throughout all classes and posted in the cafeteria Teachers will use SAT/ACT materials relevant to content area	6.1 Principal Assistant Principals CRT Content Area Teachers	6.1 Monitor student scores throughout year	6.1 SAT Data ACT Data
Additional Goal #7: Based on June 2013 student enrollment data, graduating seniors will have successfully completed 1 or more Performing Fine Arts classes			7.1 Lack of room in students' schedules for Performing Fine Arts classes.	7.1 Guidance Counselors will monitor students' progress to ensure a Performing Fine Arts has been completed by the end of the students' junior year.	7.1 Principal Assistant Principal of Instruction Guidance Counselors	7.1 Monitor student transcripts	7.1 Enrollment reports
Additional Goal #8: Based on June 2013 student enrollment data, disproportionate classification in special education will decrease			8.1 Students remaining in special education programs that no longer need special education services.	8.1 ESE teachers will carefully monitor students' progress and consult with classroom teachers to determine student continuing special education needs	8.1 Principal Assistant Principal Staffing Specialist ESE teachers	8.1 Review student grades Monthly consultations	8.1 Enrollment classifications

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 9,005
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total: 4,400
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: 13,405

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

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