

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Frank H. Peterson Academies of Technology	District Name: duval
Principal: Cathy B. Barnes	Superintendent: Ed Pratt-Dannals
SAC Chair: Angela Meadows	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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	Cathy B. Barnes	BS degree from Jacksonville University in 1981. M.Ed. from the University of North Florida in 1988.	2	18	2011 38 point increase, grade pending 2010 416 points "D" 2009 20 point increase "C"

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Assistant Principal	Brett Ray	BS from the University of North Florida's College of Allied Health and Human Services in Community Health. MA from the University of North Florida's College of Education in Guidance/ School Counseling and Mental Health Counseling. Post Graduate studies at the University of North Florida's College of Education in Educational Leadership	13	14	2011 451 points, grade pending, 5 point increase in lower quartile reading 2010 "D", 457 FCAT Points. 2009 "C", 453 FCAT points.
Assistant Principal	Louey Carter	B.S. Degree in History education from Florida A&M University. M.S. degree in Educational leadership from Nova Southeastern University	1.5	13	N/A
Assistant Principal	Jessica Parrish	B.S. degree in English, secondary Education as a minor College of Saint Benedict in St. Joseph, Minnesota M.S. degree in Educational Supervision for Grand Canyon University	1	1	N/A

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Instructional	Natalie Banning	Bachelor of Education from University of North Florida and Masters of Business Administration from the University of Phoenix	10	1	First year in position

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. Among strategies to recruit Highly Qualified teachers and retain them is a yearlong comprehensive Professional Development schedule: Please see attachment "A" for PD. Schedule. Last year's "turn-over" was 10.9%. 7 out of 64 either retired, were subject to Reduction In Force to meet budget constraints, died, or were less than satisfactory (LTS).	Principal Natalie Banning Lynne Turpin	On going
2. Regular meetings with new teachers and Principal or designee	Principal, Curriculum Manager, New Teacher Facilitator.	On Going
3. Partnering new teachers with veteran teachers	Lynne Turpin	Year Long Process
4. Soliciting referrals from current employees	Prinicpal	N/A

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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/or 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
12/80	PDF-Lynne Turpin TIP Program

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
102	19.6% (20)	18.6%(19)	29.4%(30)	32.4%(33)	35.3%(36)	56.9%(58)	13.7%(14)	3.9%(4)	18.6%(19)

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
Pamela White	Gary Skarpness	Good academic planning	Weekly Meetings
Gladys Ellis	Cynthia Meadows	Experience Teacher with strong classroom management skills	Weekly Meetings
Nancy Yazdiya	Leisha Cowart	Same subject area, experienced teacher	As needed

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Randy Sawyer	Michael Townsend	Same subject area, experienced teacher	As needed
Tiffany Abbott	Brooke Mackoul	Same subject area, experienced teacher	As needed
Deborah Lepper	Efrain Padilla	Same subject area, experienced teacher	As needed
Kate Santos	Luke Beattie	Same subject area, experienced teacher	As needed
Sekou Smith	Ashley Thomas	Same subject area, experienced teacher	As needed
Amy Ward	Emily Yaros	Same subject area, experienced teacher	As needed
Stephen Nye	Robert Thomas Earle	Same subject area, experienced teacher	As needed
Heather Boos	Thomas Runger	Experienced Teachers	As needed
Maribel Hettrick/Lynne Turpin	Amy Wilson	Same subject area, experienced teacher	As needed
Kerri Reinsch	Jarutha Scott	Same subject area, experienced teacher	As needed
Deborah Lepper	Andrew Kline	Experienced teacher, same subject area	As needed
Gladys Ellis	Marion Farquhar	Experienced Teachers	As needed

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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	Services are provided to ensure students requiring additional remediation are assisted through after school programs or through district sponsored summer school. Services range from “Focus on Improvement” in each classroom to mandatory retest of any child failing a summative test. Compass Odyssey is also available in every classroom and in after school computer labs, tutoring after school, and grade recovery after school.
Title I, Part C- Migrant	N/A
Title I, Part D	N/A
Title II	N/A
Title III	N/A
Title X- Homeless	N/A
Supplemental Academic Instruction (SAI)	SAI funds will be coordinated with Title I funds to provide after school remediation for all students, particularly those identified level 1s and level 2s.
Violence Prevention Programs	N/A
Nutrition Programs	N/A
Housing Programs	N/A
Head Start	N/A
Adult Education	N/A
Career and Technical Education	Carl Perkins grant money is used to upgrade programs throughout the school. We have 1100 students enrolled in vocational programs and they all benefit from those monies.
Job Training	A partnership with members of academy advisory counselsallows students the opportunity to shadow journeymen at local businesses that share a vocational interest.

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Other N/A

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts quarterly review of assessments, ensures implementation of intervention support with documentation, ensures adequate professional development to support RTI implementation and communicates with parents regarding school-based RTI plans and activities.

General education teachers: Provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, and collaborates with staff to implement Tier 2 interventions.

ESE teachers: Participate in student data collection, integrates core instructional activities, into Tier 3 instruction. 80% of their days are in academic classes.

Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for students that may be “at-risk”. Assists in the design and implementation for Progress Monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Services personnel: provide quality service and expertise on issues ranging from program design to assessment and intervention with individual students. In additions to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child’s academic, emotional behavioral and social success.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The leadership Team will focus meetings around one question: how do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students.

The team meets weekly, informally, to engage in the following activities: Review data and link to instructional decisions; review Progress monitoring at the classroom level. The team will identify professional development and resources based on above information. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation and make decisions.

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 RTI leadership team met with the Principal to assist in the development of the SIP. The team provided data on Tier 1 and tier 2 and tier 3 targets; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systemic approach to teaching; and aligned

MTSS Implementation

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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.
Describe the plan to train staff on MTSS. RTI training will initially occur during pre-planning
Describe the plan to support MTSS. Professional Development training will be offered during teachers planning period (optional attendance), conducted by our RTI facilitator.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Department Heads; P. White, K. Santos, R. Henderlite, G. Techentien M. Hettrick, C. Tullington, D. Yarbrough, B. Parramore, G. Gregg III, Tom Perkins and Gwen White. Administrators; Ray and J. Parrish
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). LLT meets monthly to discuss overarching school goals in reading, mathematics and how to employ the best teaching strategies in a cross curricular environment to reach our goals.
What will be the major initiatives of the LLT this year? The major task of LLT is to show an increase in the FCAT scores of our lowest quartile in reading and mathematics. LLT meets to discuss student learning and effective common assessments.

Public School Choice

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

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****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?

The Academic Leadership Team (ALT) and the Literacy Leadership Team (LLT) will identify at least two research based high yield reading strategies (e.g. Annotating a Text and QAR: Question Answer Relationships) to incorporate into all content areas. It is an expectation that the strategies are modeled for the students and used throughout the school year. There should be evidence in the teacher's lesson plans, instruction and in the students' work showing that the strategies are being used. Every teacher will receive professional development on the two identified reading strategies and receive additional assistance (modeling, co-teaching) from the academic coaches as needed.

****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?

All students are scheduled in Cohorts. Academic teachers and CTE teachers meet weekly to provide integrated lessons related to the Academies. Instructional Focus lessons for CTE teachers are developed to coordinate reading strategies through the CTE curriculum.

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?

Many times a student's schedule is less flexible than one might imagine. However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their academy classes

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](#).

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In an effort to increase the number of college ready graduates Frank H. Peterson has increased the number of students taking SLS. During the summer SAT/ACT prep was offered with the opportunity for fee waivers for one administration of the SAT and ACT. All junior and senior academic and career academy teachers are given information for SAT and ACT focus lessons by the Post Secondary Readiness Committee to aide our students in being Post Secondary Ready when they graduate. A counselor has been assigned to the senior class to monitor College Readiness and meet with seniors.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Every teacher will be expected to incorporate reading strategies into their content area. Some teachers may not be familiar with any reading strategies and may struggle with the incorporation and instructional deliver</p>	<p>1A.1. All CTE teachers will deliver a focus lesson on ACT/SAT vocabulary word of the day. Teachers will develop and deliver lessons that include the school's focus in reading according to the focus calendar. Social Studies and Science teachers are encouraged to become CAR-PD endorsed. Teachers must have meaningful Reading, Talking and Writing (RTW) in</p>	<p>1A.1. Administrators</p>	<p>1A.1. In 9th and 10th grade, the number of students below standard in vocabulary will decrease. In 11th and 12th grade, students' test scores will increase. Classroom monitoring for lesson plans and implementation of lessons that include the school's reading focus. Social studies teachers' professional development point sheets to monitor that they are taking coursework toward becoming CAR-PD endorsed. Classroom monitoring.</p>	<p>1A.1. Assessments of all types</p>		
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		their lesson plans and be evident everyday in every class.					
<u>Reading Goal #1A:</u> <i>Increase the students scoring 3 and above a minimum of 3% over last year, but shooting for 10% increase in the number of students reading at level 3 or above.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38% (221)	Acct-41% (239) Stretch-45%(261) AMO-48% (279)					

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		<p>1A.2. Students who have achieved proficiency in Reading may not be engaged in enrichment activities that will maintain and strengthen their critical reading skills.</p>	<p>1A.2. Schedule as many level threes as possible in AP courses.</p> <p>All CTE teachers will deliver a focus lesson on ACT/SAT vocabulary word of the day.</p> <p>Teachers will develop and deliver lessons that include the school's focus in reading according to the focus calendar.</p> <p>Social Studies and Science teachers are encouraged to become CAR-PD endorsed.</p> <p>Teachers must have Reading, Talking and Writing (RTW) in their lesson plans and evident everyday in every class.</p>	<p>1A.2. Curriculum</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p>	<p>1A.2. Student schedules</p> <p>Classroom monitoring</p> <p>Classroom monitoring for lesson plans and implementation of lessons that include the school's reading focus.</p> <p>Social studies teachers' professional development point sheets to monitor that they are taking coursework toward becoming CAR-PD endorsed.</p> <p>Classroom monitoring.</p>	<p>1A.2. AP classes on schedules</p> <p>Monitoring results of all assessments, both formative throughout the year and summative at the end of the year.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Lack of teacher experience in implementing instructional approaches that promote high levels of thinking and processing information.	2A.1. Allow for teachers to attend, provide and/or encourage PLC Professional Development around the topics of rigor, increasing expectations, and the common core standards.	2A.1. Administrators	2A.1. Progress monitoring through benchmarks, LSAs, PLC created assessments, ACT/SAT tracking	2A.1. AP Test Scores, FCAT Scores, All students PSR and graduating.		
Reading Goal #2A: <i>The number of students scoring a 4 or 5 on the FCAT reading in 9th and 10th grades will increase from 100 students to 127 students in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	17% (100)	22% (127)					

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		<p>2A.2. Students will lose reading proficiency if they are not enrolled in classes that emphasize critical reading skills.</p>	<p>2A.2. Students will be placed in AP classes. AP teachers will attend AP training as needed and conduct study sessions for students. All CTE teachers will deliver a focus lesson on ACT/SAT vocabulary word of the day. Teachers will develop and deliver lessons that include the school's focus in reading according to the focus calendar. Social Studies and Science teachers are encouraged to become CAR-PD endorsed. Teachers must have Reading, Talking and Writing (RTW) in their lesson plans and evident everyday in every class.</p>	<p>2A.2. Curriculum Curriculum/ Administrators Administrators</p>	<p>2A.2. All 4s and 5s are enrolled in at least one AP course Follow-up on teachers attending AP trainings through observation of a strategy learned. Have AP teachers produce a calendar of when they will offer study sessions for their class. In 9th and 10th grade, the number of students below standard in vocab will decrease. In 11th and 12th grade, students test scores will increase.</p>	<p>2A.2. AP Scores AP pass rate increases, increases in other test results AP pass rate increases, increases in other test results FCAT, FAIR results AP pass rate increases, increases in other test results</p>	
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		2A.3. Lack of Motivation to Improve	2A.3 Students who become post-secondary ready will receive t-shirts; students who pass AP tests, will receive t-shirts, academy teachers with the most students each quarter who have the highest percentage of students PSR will get taken out to lunch.	2A.3 Administrators/Guidance Counselors	2A.3 Track PSR data, classroom observations for rigor and engagement	2A.3 PSR data; AP exam scores, FCAT data	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. According to the data, our 9th graders, last year, were weakest in the category of <u>vocabulary and literary analysis</u>. Our 10th graders, last year, were weakest in the category of <u>vocabulary and reading application</u>.</p>	<p>3A.1. Teachers will provide intensive instructional focus lessons around the skills and provide remedial and enrichment activities as needed. Teachers will incorporate the school-wide reading/instructional strategies (e.g. Selective Underlining; Table of Contents; One Sentence Summary; 4 Column Method) into their content area to increase reading</p>	<p>3A.1. Administrators Administrators Reading Interventionist/ Admin Administrators</p>	<p>3A.1. Checking lesson plans and delivery through classroom observations. Conversations with students. Checking lesson plans and delivery through classroom observations. Conversations with students. Monitoring Reading Interventionist's work through assessments she uses to determine whether students are improving or not. Checking lesson plans and delivery through</p>	<p>3A.1. FCAT, FAIR, other test scores increase</p>		
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		<p>proficiency.</p> <p>Students who are on the bubble and ho are part of the lowest quartile will be provided push in and pull out small group and one on one instruction with the Reading Interventio onist with a heavy emphasis on the two reporting clusters.</p> <p>Teachers must have Reading, Talking and Writing (RTW) in their lesson plans and evident everyday in every class.</p>		<p>classroom observations. Conversations with students.</p>			
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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The number of students making learning gains in reading in the 9th and 10th grades will increase from 395 students in 2012 to 424 students in 2013.</i>							
	68% (395)	73% (424)					

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		<p>3A.2. Teachers are in need of additional support in unpacking the benchmarks related to the categories and how to effectively teach the skills with their content material.</p>	<p>3A.2. Teachers will be provided professional development and participate in coaching sessions with district coaches to assist in deepening their understanding of the benchmarks so that they can reinforce the skills through their content. Teachers will have the opportunity to observe other teachers who have demonstrated success with teaching the reading skills with their content. Teachers will work within PLCs to determine best practices, examine student work and make adjustments to their instructional approach.</p>	<p>3A.2. Administrator Administrator Administrators</p>	<p>3A.2. Putting training dates on the calendar and sitting in on professional development; when in classroom observations, watching for strategies and techniques being used. Teacher reflections from experience that provides at least one thing the observing teacher learned that could alter their own instructional approach. Agenda and minutes from PLC work; classroom observations.</p>	<p>3A.2. Lesson plan content aligns with the standards being taught. Test results. Lesson plan and reflection; test results Lesson plans and delivery; test results.</p>	
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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p>Reading Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	68%	73%					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Students in the lowest quartile are deficient in reading skills in critical areas.</p>	<p>4A.1. Reading teachers will provide direct instruction in the areas of phonics, vocabulary, comprehension and fluency.</p> <p>Reading teachers will differentiate instruction according to individual student needs.</p> <p>Reading interventionist will pull-out and push-in to work with students both one-on-one and in small groups.</p> <p>All teachers will incorporate</p>	<p>4A.1. Administrators</p>	<p>4A.1. Monitoring classrooms, lesson plans and lesson delivery.</p> <p>Monitor reading interventionist's work with students by looking at student work portfolios that demonstrate improvement.</p>	<p>4A.1. FCAT, FAIR, and all assessment data.</p>		
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		<p>reading skills in their lesson plans every day according to the reading focus calendar.</p> <p>All CTE teachers will teach a SAT/ACT word-of-the-day.</p> <p>Students and parents will be encouraged to utilize FCAT Explorer at home.</p>					
<p><u>Reading Goal #4:</u></p> <p><i>The number of students in the lowest 25% making learning gains in reading will increase from 194 students in 2012 to 207 out of 273 students in 2013.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	71% (194)	76% (207)					

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		<p>4A.2. Teachers experience lethargy.</p>	<p>4A.2. Provide reading teachers with excellent professional development opportunities, ie conferences, visiting classrooms of great reading teachers within the district and region.</p> <p>Provide reading teachers and students with incentives for increases in progress monitoring assessments, innovative ideas, hard work, goal-setting with students, data chats.</p>	<p>4A.2. Administrators</p>	<p>4A.2. Strategies/techniques are shared with other reading teachers and implemented in their classrooms.</p> <p>Classroom monitoring for positive attitudes toward teacher, other students and the content; student engagement.</p>	<p>4A.2. Assessment results</p>	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	48	53	57	62	67	72
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>Reading Goal #5B:</p> <p><i>Data is not yet available.</i></p> <p><i>However, at FHP, we hope that all of our students make great gains in their performance on all of their assessments.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Language</p>	<p>5C.1. Use paraprofessional to help students with translations .</p> <p>All CTE teachers will incorporate ACT/SAT vocabulary instruction in their classes each day.</p> <p>All teachers will incorporate reading skills in their daily lesson plans according to the school's reading focus calendar.</p> <p>All teachers will utilize the school-wide reading</p>	<p>5C.1. Administrators</p>	<p>5C.1. Classroom monitoring</p>	<p>5C.1. Assessments</p>		
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	<p>strategies that help students access content more readily, ie Two-column notes, summarizing, and chunking the text.</p> <p>All teachers will incorporate reading, writing and talking in each of their lessons every day.</p> <p>Teachers will work within content area and cross-curricular PLCs to create rigorous and engaging lessons and assessments</p>					
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<u>Reading Goal #5C:</u> <i>All ELL students will increase their performance on the 2013 FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Lack the vocabulary, knowledge, and skills to increase their scores.</p>	<p>5D.1. All CTE teachers will incorporate ACT/SAT vocabulary instruction in their classes each day.</p> <p>All teachers will incorporate reading skills in their daily lesson plans according to the school's reading focus calendar.</p> <p>All teachers will utilize the school-wide reading strategies that help students access content more readily, ie Two-</p>	<p>5D.1. Administrators</p>	<p>5D.1. Classroom monitoring</p>	<p>5D.1. Assessments</p>		
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	<p>column notes, summarizing, and chunking the text.</p> <p>All teachers will incorporate reading, writing and talking in each of their lessons every day.</p> <p>Teachers will work within content area and cross-curricular PLCs to create rigorous and engaging lessons and assessments .</p> <p>Reading Interventionist will conduct pull-outs and push-</p>					
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		ins with students on targeted skills.					
Reading Goal #5D: <i>All SWD students will increase their performance on the FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Data not yet available.</i> <i>SES students will increase proficiency</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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						

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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
Cross-curricular PLC planning	9-12/ Communications, ELA, Social Studies, Automotive, Science, Math, Aviation, Culinary, Early Childcare, AgriScience, Cosmotology	Turpin	Communications, ELA, Social Studies, Automotive, Math, Science, Aviation, Culinary, Early Childcare, Agriscience, Cosmotology	1 week in July Once/month mandatory	Cross-curricular lesson plans being implemented at least once/quarter	Administrators
Content Area PLCs	9-12 Ela, Math, Science, Social Studies, Reading,	Administrators	Content Areas	Once/month mandatory & quarterly PLC planning days	Evidence that flows from each meeting; Common lessons and assessments when doing classroom observations	Administrators
Inform/Insight	School-wide	Data Person, MacKoul	School-wide	Offered once/week	Use of data in PLC work, lesson plans	Administrators
Writing Across Curriculum	9-12 Social Studies	District	Social studies department	Sept. 27-28, 2012	Social Studies PLC work, lesson plans, student work that indicate writing	Administrators
Classroom Observations	Reading	J. Parrish	9-12 Reading Teachers	November-April, once/month	Reflections from observing another teacher's class/Implementing one strategy/technique in class	Administrators

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Reading Budget (Insert rows as needed)

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

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	

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<p>CELLA Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Percent of Students Proficient in Reading:</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #3:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
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 CELLA Goals

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Elementary School Mathematics Goals

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

Elementary 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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	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 mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1. Lack of prerequisite knowledge.	1.1. Focus Lessons to begin each day based on strands.	1.1. Math Coach, math interventionist, Principal.	1.1. Classroom Observations, focused walks.	1.1. Progress on Mini-Assessments, LSA's		

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Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><u>Algebra 1</u> <u>Goal #1:</u></p> <p>Frank H Peterson will increase the percentage of students showing proficiency in mathematics from that of 42% as shown on the 2012 Algebra I State EOC to that of 47% as shown on the 2013 Algebra I State EOC</p>							

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	42% (51)	47% (76)					
		2. Lack of specialized instructional intervention.	1.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	1.2. Math Coach, math interventionist Principal.	1.2. Classroom Observations, focused walks.	1.2. Progress on Mini-Assessments	

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		3. Lack of specialized instruction.	1.3. Mini-lessons to review specific areas of weakness.	1.3. Math Coach, math interventionist Principal.	1.3. Classroom Observations, focused walks.	1.3. Classroom Observations	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.Lack of prerequisite knowledge.</p>	<p>2.1. Focus Lessons to begin each day based on strands.</p>	<p>2.1. Math Coach, math interventionist ,Principal.</p>	<p>2.1. Classroom Observations, focused walks.</p>	<p>2.1. Progress on Mini-Assessments, LSA's</p>		
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<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Frank H Peterson will increase the percentage of students showing proficiency in mathematics from that of 42% as shown on the 2012 Algebra I State EOC to that of 47% as shown on the 2013 Algebra I State EOC</p>							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2. Lack of specialized instruction.	2.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	2.2. Math Coach, math interventionist Principal.	2.2 Classroom Observations, focused walks.	2.2. . Progress on Mini-Assessments, LSA's	
		2.3. Lack of specialized instruction.	2.3. Mini-lessons to review specific areas of weakness.	2.3. Math Coach, math interventionist Principal.	2.3. Classroom Observations, focused walks.	2.3. Classroom Observations	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. Lack of student motivation.</p>	<p>3B.1. Develop an incentives program to promote 3 and above student performance .</p>	<p>3B.1. Math, coach Principal, math interventionist</p>	<p>3B.1. Offer students who meet the standards an incentive (may be lunch in the Wright Place) in honor of their achievements.</p>	<p>3B.1. Benchmarks, mini assessments data, Algebra I data, LSA's</p>		
<p>Algebra 1 Goal #3B:</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: 21% (56) Black: 16% (43) Hispanic: 7% (18) Asian 1% (3) Other 1% (3)	White: 26% (42) Black: 21% (34) Hispanic 12% (19) Asian 6% (5) Other 6% (5)					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</p>	<p>3C.1. Unfamiliarity with the verbs and the ability to identify the verbs – which leads to confusion in answering the word problem questions.</p>	<p>3C.1. Teaching the words needed for operations and explaining the part of speech – with repetition and practice.</p>	<p>3C.1. Math department teachers, math coach, principal.</p>	<p>3C.1. Evaluation of student understanding through a variety of tests and vocabulary probing as evidenced on the TDL.</p>	<p>3C.1. LSA's</p>		
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Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>To increase the cross-cultural proficiency of ELL students to understand the words, used in math and in other courses, and apply those words accordingly to achieve the desired operations and results, particularly action verbs in math</p>							

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	25% (3)	29% (6)					
		3C.2. Lack of math skill in the basic skills.	3C.2. Reinforcement of basic skills through intensive math, hand's on practice and computer-aided practice.	3C.2. Math department teachers, math coach, math interventionist principal.	3C.2. Lab work, teacher summative and formative assessments, data chats	3C.2. mini-assessment, LSA	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. Inclusion Math Anxiety Lack of Pre-Req	3D.1. Computerized and work book practice	3D.1. Math Department Teachers, math interventionist Math Coach Principal, Inclusion teacher	3D.1 Mini Assessments Lab work	3D.1 Data Chats Progress Monitoring Tool Peer to Peer Feedback		

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Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Students with disabilities with improve 4% from 32% to 36%</i>							
	32% (10)	36% (14)					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Unfamiliarity with concepts and Pre-Re	3E.1.Co mputeri zed and work book practice	3E.1. Math Department Teachers Math Coach Principal	3E.1. Mini Assessments Lab work	3E.1. Progress monitoring tool Progress reports, LSA's		
<u>Algebra 1 Goal #3E:</u> <i>Economically disadvantaged students will improve 5% from 46% to 51% learning gains.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	46% (72)	51% (80)					
		3C.2. Lack of math skill in the basic skills.	3C.2. Reinforcement of basic skills through intensive math, hand's on practice and computer-aided practice.	3C.2. Math department teachers, math coach, math interventionist principal.	3C.2. Lab work, teacher summative and formative assessments, data chats	3C.2. mini-assessment, LSA	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1. Lack of specialized instructional intervention.</p>	<p>1.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.</p>	<p>1.2. Math Coach, math interventionist Principal.</p>	<p>1.2. Classroom Observations, focused walks.</p>	<p>1.2. Progress on Mini-Assessments, LSA's</p>		
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2. Lack of prerequisite knowledge.	1.4 Focus Lessons based on strands and areas of concern.	1.4 Math Coach, math interventionist Principal.					
	42% (90)	47% (101)					

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		1.L ack spe cial ized instr uctio n.	1.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	1.2. Math Coach, math interventionist Principal.	1.2. Classroom Observations, focused walks.	1.2. Progress on Mini- Assessments, LSA's	
		3. Lack of spe cial ized instr uctio n.	1.3. Mini- lessons to review specific areas of weakness.	1.3. Math Coach, math interventionist Principal.	1.3. Classroom Observations, focused walks.	1.3. Classroom Observations	

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		4. Lack of prerequisite knowledge.	1.4 Focus Lessons based on strands and areas of concern.	1.4 Math Coach, math interventionist Principal.	1.4. Classroom Observations, focused walks.	1.4.. Progress on Mini-Assessments, LSA's	
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						

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1 Lack of specialized instruction with rigor</p>	<p>2.1 Mini assessments administered after each focus lesson cycle to determine specific areas of concern</p>	<p>2.1 . Math Coach, math interventionist Principal.</p>	<p>2.1 Classroom Observations, focused walks.</p>	<p>2.1 Progress on Mini-Assessments, LSA's</p>		
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Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Frank H Peterson will increase the percentage of students showing proficiency in mathematics from that of 42% as shown on the 2012 Geometry State EOC to that of 47% as shown on the 2013 Geometry State EOC</p>							

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	<i>34% (151)</i>	<i>40% (203)</i>					
		2.2 Lack of specialized instruction	2.2 Mini-lessons to review specific areas of weakness.	2.2 Math Coach, math interventionist Principal.	2.2 Classroom Observations, focused walks.	2.2 Classroom Observations	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. Lack of prerequisite knowledge.</p>	<p>3B.1.. Focus Lessons to begin each day based on strands.</p>	<p>3B.1. Math Coach, math interventionist Principal.</p>	<p>3B.1.. Classroom Observations, focused walks.</p>	<p>3B.1.. Progress on Mini-Assessments, LSA's</p>		
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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Frank H Peterson will increase the percentage of students meeting the Geometry State EOC from that of 42% as shown on the 2012 Geometry State EOC to that of 47% on the 2013 Geometry State EOC. The other subgroups are non-reported.</p>							

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	White: 30% (64) Black: 29% (62) Hispan ic: 7% (18) Asian 3% (6) Other 1% (2)	White: 35% (78) Black: 34% (50) Hispan ic14% (23) Asian 8% (9) Other 6% (5)					
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		3B.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	3B.2. Math Coach, math interventionist Principal.	3B.2. Classroom Observations, focused walks.	3B.2. Progress on Mini-Assessments, LSA's	3B.2. 3B.2.. Progress on Mini-Assessments, LSA's	
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		3B.3. Mini-lessons to review specific areas of weaknesses.	3B.3. Math Coach, Principal.	3B.3. Classroom Observations, focused walks.	3B.3. Classroom Observations	3B.3.. Progress on Mini-Assessments, LSA's	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</p>	<p>3C.1. Lack of prerequisite knowledge.</p>	<p>3C.1.. Focus Lessons to begin each day based on strands.</p>	<p>3C.1. Math Coach, math interventionist Principal.</p>	<p>3C.1.. Classroom Observations, focused walks.</p>	<p>3C.1.. Progress on Mini-Assessments, LSA's</p>		

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Geometry Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students will improve their proficiency level by learning key English vocabulary that will bridge the language gap							
	63% (5)	69% (6)					

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		3C.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	3C.2. Math Coach, Principal.	3C.2. Classroom Observations, focused walks.	3C.2. Progress on Mini-Assessments	3C.2. Progress on Mini-Assessments, LSA's	
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		3C.3. Mini-lessons to review specific areas of weakness.	3C.3. Math Coach, Principal.	3C.3. Classroom Observations, focused walks.	3C.3. Classroom Observations	3C.3. Progress on Mini-Assessments, LSA's	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. Lack of prerequisite knowledge.	3D.1.. Focus Lessons to begin each day based on strands.	3D.1. Math Coach, math interventionist Principal, Inclusion teacher	3D.1.. Classroom Observations, focused walks.	3D.1.. Progress on Mini-Assessments		

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Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Students will work with their ESE support teachers to learn key skills in learning strategies to overcoming barriers and will use those classes to practice skills and seek individual support.</p>							
	<p><i>69%</i> <i>(13)</i></p>	<p><i>74%</i> <i>(15)</i></p>					

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		3D.2. Lack of prerequisite knowledge.	3D.2. . Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	3D.2. Math Coach, math interventionist Principal, Inclusion teacher	3D.2. Classroom Observations, focused walks.	3D.2. . Progress on Mini-Assessments	
		3D.3. Lack of prerequisite knowledge.	3D.3. Mini-lessons to review specific areas of weakness.	3D.3. Math Coach, math interventionist Principal, inclusion teacher	3D.3. Classroom Observations, focused walks.	3D.3. Classroom Observations	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Lack of prerequisite knowledge.	3E.1.. Focus Lessons to begin each day based on strands.	3E.1. Math Coach, math interventionist Principal, Inclusion teacher	3E.1.. Classroom Observations, focused walks.	3E.1.. Progress on Mini-Assessments		

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Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Economically disadvantaged students will increase their learning gains by 5%</i>							
	78% (83)	83% (88)					

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		3E.2. . Mini assess ments admin istered after each focus lesson cycle to deter mine specific areas of concern .	3E.2. Math Coach, math interventionist Principal, Inclusion teacher	3E.2. Classroom Observations, focused walks.	3E.2. . Progress on Mini- Assessments	3E.2. .. Progress on Mini- Assessments	
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		3E.3. Mini-lessons to review specific areas of weakness.	3E3. Math Coach, math interventionist Principal, inclusion teacher	3E.3. Classroom Observations, focused walks.	3E.3. Classroom Observations	3E.3. Progress on Mini-Assessments	
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End of Geometry EOC Goals

Mathematics Professional Development

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

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Algebra I/ Geometry Data Analysis, Development of Focus Calendar	Algebra I/ Geometr y	Math Coach, Principal	Algebra I PLC	PLC meetings weekly	Meeting minutes/ class data/ lesson plans/classroom observations	Math Coach, Math Department Chair, Principal
Targeted Strand Instruction	Algebra I/ Geometr y	Math Coach, Principal	Algebra I PLC	PLC meetings weekly	Meeting minutes/ Model Lessons/ Classroom Observations	Math Coach, Math Department Chair, Principal
Algebra I and Geometry I Instructional Planning Workshop	Algebra I/ Geometr y	Math Coach, Prinicpal	Both PLCs (Algebra and Geometry)	One day per quarter	Meeting minutes/ Model Lessons/ Classroom Observations	Math Coach, Math Department Chair, Principal

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle 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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Science Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Science Goal #2A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Science Goal #2B:</u>	<u>2012 Current</u>	<u>2013Expected</u>					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

* 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 Achievem						

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	ent						
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. The district instructional pacing schedule does not align with the number of instructional days in the academic year to cover the required item specifications for the Biology I EOC exam.	1.1. Provide an instructional focus calendar which covers all of the benchmarks in the Biology I course description.	1.1. Assistant Principal; Department Chair; and Biology teachers.	1.1. Weekly observations by Biology teachers and PLC administrator with on-going revisions through participation in the development process of common and cohort lesson plans.	1.1. 1.1. Lesson plans using instructional focus lessons specifically for Biology I. Biology I teachers will follow the FHP Biology PLC instructional focus calendar specifically targeting the benchmarks in the FDOE Biology I course description.		
Biology 1 Goal #1: Increase the percentage of students performing at the level of proficiency on the Biology I EOC exam by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	30%(80)	35%(89)					

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		1.2. Base line Biology data is not available to teachers initially.	1.2. Benchmark specific tests (5QAs) and Unit Base - line/Post Learning Schedule Assessments (LSAs) available to teachers via Insight are to be utilized.	1.2. Assistant Principal; Department Chair; and Biology teachers.	1.2. Data chats during bi-weekly PLC meetings between Biology I teachers to compare student performance on these common assessments.	1.2. Biology I benchmark specific tests (5QAs) and Learning Schedule Assessments (LSAs) student performance results.	
		1.3. Ineffective instructional and/or learning activities.	1.3. Lesson Study - Peer modeling and observation of practices to determine effective instruction and learning.	1.3. District Science Coaches; Assistant Principal; Department Chair; and Biology teachers.	1.3. Debriefings, Lesson Plan Revisions, and Re-teaching.	1.3. Classroom observations for student engagement and critical thinking with usage of highly effective practices by teachers documented.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</p>	<p>2.1. Remedial students reading, writing and vocabulary skills below proficiency.</p>	<p>2.1. Teachers will incorporate the FHP reading, writing and vocabulary strategies into the Biology I lesson plans to enhance student reading comprehension, writing ability, and to increase familiarity with science vocabulary.</p>	<p>2.1. District Science Coaches; Assistant Principal; Department Chair; and Biology teachers.</p>	<p>2.1. Classroom observations for explicit reading, writing and vocabulary instruction plus student engagement.</p>	<p>2.1. Student work and Exit slips.</p>		
<p><u>Biology 1 Goal #2:</u> Decrease the achievement gap between students scoring at Achievement Level 3 and students scoring at or above Achievement Levels 4 and 5 in Biology I.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		2.2 Remedial students math skills are below proficiency.	2.2. Teachers will incorporate the math (analysis of charts and graphs, diagrams, etc. requiring critical thinking skills to be demonstrated by students) strategies into the Biology I lesson plans to enhance student reading comprehension, writing ability	2.2. Assistant Principal; Department Chair; and Biology teachers.	2.2. Classroom observations for explicit math instruction and student engagement.	2.2. Classroom observations for explicit instruction and student engagement.	
		2.3. 2.3. ESOL and/or EE/SS students with skills below proficiency in reading, writing and vocabulary skills.	2.3. ESOL and/or EE/SS resource teacher(s) and/or paraprofessionals will work with Biology I teachers to implement approved modifications for identified students.	2.3. Assistant Principal; Department Chair; ESOL and/or EE/SS resource teachers/ paraprofessionals; Biology teachers.	2.3. Data chats during bi-weekly PLC meetings between Biology I teachers to compare student performance on these common assessments.	2.3. Biology I benchmark specific tests (5QAs) and Learning Schedule Assessments (LSAs) student performance	

End of Biology I EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interdisciplinary curriculum writing	9-12	District personnel	School wide	July 2012	Weekly observations by administrator to examine and observe cohort planned and delivered effective lessons.	Principal Assistant Principal
FCIM Instructional Focus Mini Lessons	9-12	District personnel	District Science Teachers	August 2012	Weekly observations by administrator for differentiated instruction	Principal Assistant Principal
Common Lesson Planning (Biology)	9-10	District Personnel; Assistant Principal	School wide	September 2011	Weekly observations by administrator for rigor, relevance and effective instructional delivery	Principal Assistant Principal

Science Budget (Insert rows as needed)

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

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Student Data Analysis	Insight/Inform		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase opportunity for students to engage and use technology during student centered activities and inquiry based laboratory investigations	Bioscope		
Teachers to receive training using instructional technology	Schultz Center		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Attend statewide science teachers conference(FAST)	Travel monies, lodging, and per diem		
Subtotal:			
Total:			

End of Science Goals

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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. Students do not elaborate on their ideas.	1A.1. Teach lessons using anchor papers that are exemplars for Level 4, 5, and 6 writing and have students revise their paragraphs until they are comparable to the quality of the exemplar papers.	1A.1. Administrators	1A.1. Timed writing revision papers	1A.1. Next timed writing scores FCAT Writes scores		
<u>Writing Goal #1A:</u> 93% of Students will score at achievement level 4 or higher.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	88% (238)	93% (252)					
		1A.2. Students are in the habit of writing in certain ways	1A.2. Teachers will provide instruction in multiple genres and provide models of writing in multiple genres that serve as exemplars	1A.2. Administrators	1A.2. Students' writing evaluated in PLCs	1A.2. FCAT Writes	
		1A.3. Teachers in the content areas lack of professional development for writing	1A.3. Teachers created a monthly strategies and ideas calendar that they collaboratively create writing lessons around. Provide teachers with district training in writing	1A.3. Administrators Administrators	1A.3. Students writing improvement and lesson plans Student writing and lesson plans	1A.3. FCAT writes FCAT Writes	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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
District Writing Training	9-10 th grades ELA and SS	District Literacy Coach	All 9 th and 10 th Grade ELA and Soc. St. teachers	September 24-25th	Evidence of strategies in lesson plans	Administrators
PLC—District Timed Writes evaluations	9 th -10 th grade ELA	Techoentien	ELA 9 th and 10 th grade PLCs	October 3 rd , December 12 th , January 9 th , February 6 th	Student strengths and weaknesses with strategies to boost these.	Administrators

Writing Budget (Insert rows as needed)

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

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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 Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics_Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. The students and staff are experiencing a new test and format that they are not familiar with.	1.1. PLC to discuss computer based testing. Teachers will meet to discuss EOC Field Test Fact Sheet.	1.1. Principal and Assistant Principal for the History Department	1.1. Assessment scores on the EOC	1.1. EOC Exam		
U.S. History Goal #1: For students to make a passing score on the EOC exam	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. The students and staff are experiencing a new test and format that they are not familiar with	2.1. PLC to discuss computer based testing. Teachers will meet to discuss EOC Field Test Fact Sheet	2.1. Principal and Assistant Principal for the History Department	2.1. Assessment scores on the EOC	2.1. EOC Exam		
<u>U.S. History Goal #2:</u> For students to make a passing grade on the History EOC	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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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. Inclement weather, illness, transportation, etc	1.1. Daily contact of parents/guardians of students via calling system. Parent use of On Course to monitor attendance Foundation lessons on attendance	1. 1.1. Attendance Clerk	1.1. Daily Attendance Reports	1.1. Daily Attendance Report		

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Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
1. Increase the student attendance rate at Peterson by 2% 2. Decrease the number of students with excessive absences (10 or more) by 5% 3. Decrease the number of students with excessive tardies (10 or more) by 5%							
	98%	99%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	2						
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					

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		1.2. Inclement weather, illness, transportation, etc.	1.2. Bi-weekly attendance intervention team meeting with parent. Conference will be scheduled Foundation lessons on attendance	1.2. Assistant Principal	1.2. Weekly review of attendance analysis	1.2. Attendance analysis report	
		1.3. Inclement weather, illness, transportation, etc.	1.3. Parent phone calls Foundation lessons on attendance	1.3. Assistant Principal	1.3. Weekly review of attendance analysis.	1.3. Tardy report	

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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

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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

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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.The majority of ISSP assignments are the result of tardies and dress code violations.	1.1. Provide students and parents with a Student/Parent Handbook stating the dress code policy and consequences for tardies. Start the year with "Start On Time" lesson plans to stress the importance of being in school and being on time.	1.1.Foundations Team and Teachers	1.1.Review "Incidents by Action Code" report monthly.	1.1. Incidents by Action Code Report		

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<p>Suspension Goal #1:</p> <p>1.1 Reduce the number of In School Suspensions by 10%</p> <p>1.2 Reduce the number of students suspended in-school by 10%</p> <p>1.3 Reduce the number of Out-of-School suspensions by 10%</p> <p>1.4 Reduce the number of student's suspended out-of school by 10%.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	1332	1199					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	442	39827					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	27	24					
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p>					
	22	20					

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		<p>1.2. The majority of ISSP assignments are the result of tardies and dress code violations.</p> <p>1.2..Provide students and parents with a Student/Parent Handbook stating the dress code policy and consequences for tardies.</p> <p>Start the year with "Start On Time" lesson plans to stress the importance of being in school and being on time.</p> <p>1.2. Foundations Team and Teachers</p> <p>1.2. Review "Incidents by Action Code" report monthly.</p> <p>1.2. Incidents by Action Code Report</p>	<p>1.2. ..Provide students and parents with a Student/Parent Handbook stating the dress code policy and consequences for tardies.</p> <p>Start the year with "Start On Time" lesson plans to stress the importance of being in school and being on time.</p>	<p>1.2.</p> <p>1. Foundations Team and Teachers</p>	<p>1.2. Review "Incidents by Action Code" report monthly</p>	<p>1.2. Incidents by Action Code Report</p>	
		<p>1.3. 1.3 & 1.4 The majority of OSSP are the result of multiple class two offenses.</p>	<p>1.3. 1.3. Provide students and parents with a Student/Parent Handbook stating the policies and consequences for poor behavior.</p> <p>Start the year with "Foundations" lesson plans to stress appropriate behavior.</p>	<p>1.3.</p> <p>1.3. Foundations Team and Teachers</p>	<p>1.3..</p> <p>Review "Incidents by Action Code" report monthly</p>	<p>1.3.</p> <p>Incidents by Action Code Report</p>	

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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

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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

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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.FCAT	1.1.FCAT prep through intensive reading classes, pull outs, and Instructional Focus Calendar	1.1.Counselor	1.1.FCAT results	1.1.FCAT Results		
<u>Dropout Prevention Goal #1:</u> 1.1 Reduce the Dropout Rate by 2% 1.2 Increase the Graduation Rate by 2%	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	5.7	3.7					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	88%	86%					
		1.2.GPA below 2.0	1.2.Club day activities including tutoring, PMP monitoring by counselor.	1.2.Princippal/teachers	1.2.Check GPA at the end of every quarter	1.2.Report Cards	
		1.3.Short Credits	1.3.Provide access to virtual school.	1.3.Counselor	1.3.Counselor check permanent record	1.3.Permanent records	

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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

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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)

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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. Transportation	1.1.Parent Involvement Workshops/ Activities	1.1.AP SAC Chair PTSA Chair Volunteer coordinator	1.1.Check parent sign-in logs Check volunteer log	1.1.Parent sign-in logs		
<u>Parent Involvement Goal #1:</u> 1.1 Increase the percentage of parents who participate in school activities by 100%	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	50	100					
		1.2.Time	1.2.School Messenger Communications Activities available at various hours	1.2.	1.2.	1.2.	
		1.3.Location	1.3.Provide access to city buses	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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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)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: 75% OF THE Graduating Seniors will pass industry Certification Exam	1.1. Master Schedule reflects stacked classes	1.1. Academies are expected to track students to prepare for Industry Certification Exams	1.1. CTE Lead Teachers Administrators	1.1. Passing Scores of Industry Certification Exams	1.1. Industry Certification Exams
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Talks Cohort PLC	Agri-Science Academy Automotive Academy Aviation Academy Commercial Arts Academy Cosmetology Academy Culinary Academy Early Childhood Education Academy	Cydney Meadows Roy Parramore Gilbert Gregg III Charles Tullington Dorothy Yarbrough Thomas Perkins Gwendolyn White	Cydney Meadows Roy Parramore Dan Bennett Jim Hunnicutt Gilbert Gregg III David Venters Gary Skarpness Charles Tullington Philip Hopper Norman Fuller Terrence Frascello Robert Andersen Dorothy Yarbrough Eugene Eubanks Thomas Perkins Judith Schmidt Karen Englert Gwendolyn White Susan Beavers	Weekly cohorts PLC Meetings	NCAC Notebook Collection	Administrators

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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

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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)

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Final Budget (Insert rows as needed)

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

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Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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
Calculators for Advanced math Classes, Flags for Academics. SkillsUSA, Prostart, FCCLA	\$3000.00

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