FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Professional Academies Magnet	District Name: Alachua
Principal: Chet Sanders	Superintendent: Dr. W.D. Boyd Jr.
SAC Chair: Donna Sheffield	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	Chet Sanders	Doctor of Education in Educational Leadership	6 years	29 years	Served as Principal of Mebane Middle School from 1994 to 2006 with school grades: 2003 – A, 2004 – A, 2005 – B, 2006 – A. Served as the Principal at the Professional Academies Magnet from 2006 to 2012 with school grades: 2007 – F, 2008 – C, 2009 – C, 2010 – D, 2011 – A. 9th grade FCAT Reading scores with the percent proficient: 2007 – 25%,2008 – 49%, 2009 – 39%, 2010 – 33%, 2011 – 49%, and

					2012 – 38%. 9th grade FCAT Math scores with the percent proficient: 2007 – 39%, 2008 – 57%, 2009 – 54%, 2010 – 46%, 2011 – 53% on Algebra 1 EOC, and 2012 – 51% on Algebra 1 EOC. 10th grade FCAT Reading scores with the percent proficient: 2007 – 14%, 2008 – 25%, 2009 – 34%, 2010 – 18%, 2011 – 31%, and 2012 – 47%. 10th grade FCAT Math scores with the percent proficient: 2007 – 31%, 2008 – 51%, 2009 – 56%, 2010 – 50%, and 2011 – 55%.
Assistant Principal	Cheryl Allen	Masters in Educational Leadership	2 year	6 years	Served 4 years at the District office directing the Adult Education and GED program. Served as the Assistant Principal at the Professional Academies Magnet from 2010 to 2012 with school grades , 2010 – D, 2011 – A. 9th grade FCAT Reading scores with the percent proficient: 2011 – 49%, and 2012—38%. 9th grade Math scores: 2011 – 53% on Algebra 1 EOC, and 2012 – 51%. 10th grade Reading scores with the percent proficient: 2011 – 31%, and 2012 – 47%. 10th grade Math scores with the percent proficient: 2011 – 55%.

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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)

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. Use the district personnel system to advertise vacancies	Chet Sanders	Ongoing
2. Induction program for inexperienced teachers	Kathy Shewey	Ongoing
3. Leadership opportunities for teachers	Chet Sanders/Cheryl Allen	Ongoing
4. Access to technology tools and training	Technology Committee	Ongoing

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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

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
23	4%(1)	9%(2)	13%(3)	74%(17)	57%(13)		17%(4)	0%	9%(2)

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
Michael Scott & Pam Morgan	Roger Garcia	New Teacher	Weekly observations and meetings

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

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

School-Based MTSS/RtI Team
Identify the school-based RtI Leadership Team. Principal, Asst. Principal, Curriculum Coordinator, teacher representatives from Teacher Study Groups
Identify the school-based MTSS leadership team. Principal, Asst. Principal, Curriculum Coordinator, Counselor, ESE teacher
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS team meets regularly to review a variety of student data indicative of student success. The team looks at both average data and individual data, and they develop a Master Schedule of classes that reflects the identified needs for the general population. Members of the team develop individual student schedules that provide Tier 2 support by including intensive reading and/or learning strategies classes.
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? Recommendations from the Team are used to decide the priority of student needs, what strategies will be used to address the needs, and what assessments will be used to measure student performance.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. RtI data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the MacMillan Benchmark Assessments, the Big Idea math series, the district formative assessment program for math and science, and writing prompts developed for district use. FAIR assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System.
Describe the plan to train staff on MTSS. Ongoing training with the instructional staff on data analysis, informed lesson development, and peer mentoring. Teachers involved in intervention programs will receive specific training that includes Reading Navigator in intensive reading.
Describe the plan to support MTSS. The RtI Leadership team uses a feedback model that focuses on student improvement in identified areas. Teachers meet in PLC's weekly to monitor student progress and implement learning strategies. Monthly meetings of the RtI Leadership team include representatives from each PLC who report on student performance.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).

Principal, Assistant Principal, Media Specialist, reading teacher, and teacher volunteers.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The Team meets once each quarter to work on the Literacy Plan. The language arts chairperson leads the council meetings. The Team discusses issues that relate to the reading, writing, and vocabulary programs as indicated on the instructional calendar. In addition, ideas are discussed pertaining to teacher training, resources and materials related to each of these programs.
What will be the major initiatives of the LLT this year?   The major initiative for this year will continue the Writing Initiative from last school year with some minor adjustments based on evaluations and the new FCAT Writing 2.0 grading criteria. In addition, we will continue both a Reading Initiative, which will follow the FCIM protocol, and a Vocabulary Acquisition initiative.

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?

Each teacher's Professional Development Plan includes an objective to develop instruction that results in student proficiency with essential literacy standards. Activities and resources to meet the objective include following the instructional calendar for literacy benchmarks, designing instruction that is focused on the literacy benchmarks, designing assessments that measure student proficiency on the literacy benchmarks, documenting literacy benchmarks addressed in lesson plans, using weekly study groups to collaborate on instruction and assessment design that targets the literacy benchmarks.

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 who attend PAM are enrolled in one of our four career/technical programs. In order to be a program completer, each student must successfully complete a sequence of at least three courses in that program. These courses are taught in real-world simulated environments using state of the arts equipment and technology. In addition, students are encouraged to participate in an executive internship the senior year at a job site that is related to their program.

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?

All students who attend PAM select a program of study in one of four career academies that interests them and plan their four-year high school program around that area of interest. Upon graduation, all students will have completed a rigorous and relevant program of study specifically designed to meet their own individual needs and aspirations. In addition, students will have opportunities their senior year to participate in internships that will give them valuable experience in a work environment. Many of our students will also be eligible to enter Santa Fe College and be awarded college credit for courses they successfully completed at PAM.

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.

We will continue to focus school wide on improving student performance in the area of reading with an increased emphasis this year on writing across the curriculum.

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All 10th grade students take the PLAN test.
Selected 10th grade students take the PSAT.
All 11th grade students take the PERT and apply on line for Santa Fe College.
Selected 11th and 12th grade students take the ACT and SAT.
All of our students are enrolled in a career/technical academy.
All of our students are scheduled into courses that will qualify them for the Gold Seal or higher scholarship.
Each of our career/technical programs has an articulation agreement with Santa Fe College.

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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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Some students don't read in all their classes	1.1. All teachers will incorporate research-based reading and writing strategies appropriate to the content area. 1.1.2 All teachers will incorporate high interest materials on a regular basis.	1.1. Principal and Assistant Principal	1.1. Review lesson plans and Classroom walkthroughs.	1.1. FAIR test
Reading Goal #1A: **Increase the number of students at proficiency**	2012 Current Level of Performance:* 23%(27)	2013 Expected Level of Performance:* 28%(33)					
			1.2. Some students have difficulty reading content area texts.	1.2. Literacy Council will adopt a calendar of high impact reading strategies. All teachers will incorporate these strategies into their instruction.	1.2. Literacy Council	1.2. Review lesson plans and Classroom walkthroughs.	1.2. FAIR test
			1.3. Some students have difficulty reading content area texts.	1.3. Teachers will be provided with training on teaching students to read for learning in the content areas.	1.3. Literacy Council	1.3. Classroom Observation	1.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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. Reading Goal #2A: Maintain students above proficiency performance and ensure a year's worth of growth in reading.	2012 Current Level of Performance:* 20%(23)	2013 Expected Level of Performance:* 25%(29)	2.1. Students are not experienced in using higher level cognitive skills	2.1. All teachers will work on planning and delivering lessons that include higher order (DOK) questioning. Students will respond to HOT questions through a variety of formats.	2.1. Principal and Assistant Principal	2.1. Compare the number of reading level 4 and 5 students with the number of those students enrolled in honors English classes.	2A.1.
			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 reading. Reading Goal #2B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			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 reading.			3.1. Student needs are improperly diagnosed	3.1. The leadership team will analyze FAIR and other student data to develop an FCIM focus calendar.	3.1. Principal and Assistant Principal	3.1. Reading progress will be monitored throughout the school year.	3.1. FAIR test
Reading Goal #3A: Increase the number of students making learning gains in reading	2012 Current Level of Performance:* 58% (64)	2013 Expected Level of Performance:* 63% (69)					
			3.2. Students' lack of understanding of their data and responsibility for making gains	3.2. Teachers will utilize more data chats in the classroom to build teacher/learner partnerships and strengthen targeted instruction.	3.2. Principal and Assistant Principal	3.2. Reading progress will be monitored throughout the school year.	3.2. FAIR test
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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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 reading.			4.1. Student motivation and regular attendance.	4.1. 9th and 10th grade students who are Level 1 will take reading one semester, and will take English the other semester with a reading endorsed teacher.	4.1. Assistant Principal, the Program Coordinator and Counselor	4.1. Reading progress will be monitored throughout the school year.	4.1. FAIR test
<u>Reading Goal #4:</u> Increase the number of students in the lowest 25% making learning gains in reading.	2012 Current Level of Performance:* 55% (16)	2013 Expected Level of Performance:* 72% (21)					
			4.2. Students' lack of understanding of their data and responsibility for making gains	4.2. Target students early in the school year for strategic intervention in reading.	4.2. Principal and Assistant Principal	4.2. Reading progress will be monitored throughout the school year.	4.2. FAIR test
			4.3 Lack of authentic engagement	4.3. Utilize Lesson Study practices in Study Groups (PLC)	4.3. Principal and Assistant Principal	4.3. Reading progress will be monitored throughout the school year.	4.3. FAIR test

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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**	Black: 23% (11) Making Learning Gains in Reading	Black: 30% (14) Making Learning Gains in Reading	Black: 37% (17) Making Learning Gains in Reading	Black: 42% (20) Making Learning Gains in Reading	Black: 50% (24) Making Learning Gains in Reading	Black: 58% (27) Making Learning Gains in Reading
Reading Goal #5A: Increase the percentage of black students making satisfactory progress in reading compared to the percentage of white students making satisfactory progress in reading							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. White: Background knowledge, vocabulary, and reading comprehension Black: Background knowledge, vocabulary, and reading comprehension Hispanic: N/A Asian: N/A American Indian: N/A	5B.1. Literacy Council will adopt a calendar of high impact reading strategies. All teachers will incorporate these strategies into their instruction.	5B.1. Principal and Assistant Principal	5B.1. Reading progress will be monitored throughout the school year.	5B.1. FAIR test	
Reading Goal #5B: Decrease the number of students in ethnic subgroups who do not make progress in reading	2012 Current Level of Performance:* White: 42%(25) Black: 77% (36) Hispanic: NA Asian: NA American Indian: NA	2013 Expected Level of Performance:* White: 34%(20) Black: 66%(31) Hispanic: NA Asian: NA American Indian: NA					
		5B.2.	5B.2. The Literacy Council will develop a school-wide vocabulary acquisition program.	5B.2. Principal and Assistant Principal	5B.2. Reading progress will be monitored throughout the school year.	5B.2. FAIR test	
		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 reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Background knowledge, vocabulary, and reading comprehension	5D.1. Extra time on task with assistance will be available through a learning strategies class	5D.1. The Principal and Assistant Principal	5D.1. Reading progress will be monitored throughout the school year.	5D.1. FAIR test
Reading Goal #5D: Decrease the number of students with Disabilities who do not make satisfactory progress in reading	2012 Current Level of Performance:* 81% (22)	2013 Expected Level of Performance:* 63% (17)					
			5D.2.	5D.2. The Literacy Council will develop a school-wide vocabulary acquisition program.	5D.2. The High School Reading Coach, Principal and Assistant Principal	5D.2. Reading progress will be monitored throughout the school year.	5D.2. FAIR test

		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 reading. Reading Goal #5E: Decrease the number of students who are Economically Disadvantaged who do not make satisfactory progress in reading	2012 Current Level of Performance:* 70% (51)	2013 Expected Level of Performance:* 63% (46)	5E.1. Background knowledge, vocabulary, and reading comprehension	5E.1. 9th and 10th grade ED students who are Level 1 will take reading one semester, and will take English the other semester with a reading endorsed teacher.	5E.1. The Principal and Assistant Principal	5E.1. Reading progress will be monitored throughout the school year.	5E.1. FAIR test
			5E.2.	5E.2. The Literacy Council will develop a school-wide vocabulary acquisition program.	5E.2. The High School Reading Coach, Principal and Assistant Principal	5E.2. Reading progress will be monitored throughout the school year.	5E.2. FAIR test
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Lesson Study for Improving Reading and Writing Skills	9-12/All subjects	Rikki Boria, Debbie Brown, Nancy Maple, Beth Hardee	All Study Groups School-wide	Throughout the 2012-13 school year Second Tuesday of each month from 7:30-8:30am	Study groups will meet every week to discuss student progress and document the meetings with a study group log notebook.	Principal and Assistant Principal
Improving Vocabulary Skills	9-12/All subjects	Rikki Boria, Debbie Brown, Nancy Maple, Beth Hardee	All Study Groups School-wide	Throughout the 2012-13 school year Second Tuesday of each month from 7:30-8:30am	Teachers will create a vocabulary follow up activity each week for their Small Group Advisory. Study groups will meet every week to discuss student progress and document the meetings with a study group log notebook.	Principal and Assistant Principal

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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
Identify students not making adequate progress and work within study groups to target and remediate deficiencies	Take Ten Reading; Improving Student Literacy by RB Education	School General fund	$300.00
All teachers will include an objective on his/her professional development plan that addresses literacy skills in all content areas.	FCIM Reading Packets	School General fund	$500.00
			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: $800.00

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: NA	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: NA	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.
CELLA Goal #3: NA	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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

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

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1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Many students have gaps in their mathematics skills	1.1. Algebra 1 students who were level 1 and 2 on FCAT mathematics will be enrolled yearlong by pairing each semester of Algebra 1 with a mathematics elective. The teachers will follow the District's pacing guide for Algebra 1.	1.1. Assistant Principal and Program Coordinator	1.1. The percentage of students who pass the Algebra 1 EOC	1.1. Algebra 1 EOC
Algebra 1 Goal #1: Increase the percentage of students scoring at Achievement Level 3 in Algebra 1	2012 Current Level of Performance:* 39%(14)	2013 Expected Level of Performance:* 44%(16)					
			1.2.	1.2. Teachers will continue frequent, high quality data chats	1.2. Principal and Assistant Principal	1.2. Compare progress monitoring results	1.2. On Track
			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 Algebra 1.			2.1. Students are not experienced in using higher level thinking skills in mathematics	2.1. Algebra teachers will continue to work on planning and delivering lessons that include higher order (DOK) thinking strategies.	2.1. Principal and Assistant Principal	2.1. An increased percentage of students scoring at or above Achievement Level 4 in Algebra 1	2.1. Algebra 1 EOC
Algebra Goal #2: Increase the percentage of students scoring at or above Achievement Level 4 in Algebra 1	2012 Current Level of Performance:* 11%(4)	2013 Expected Level of Performance:* 16%(6)					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		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	**Black: 9% (1) Making Learning Gains in Algebra 1**	**Black: 21% (3) Making Learning Gains in Algebra 1**	**Black: 33% (4) Making Learning Gains in Algebra 1**	**Black: 45% (5) Making Learning Gains in Algebra 1**	**Black: 57% (6) Making Learning Gains in Algebra 1**	**Black: 69% (8) Making Learning Gains in Algebra 1**
Algebra 1 Goal #3A: Increase the percentage of black students making satisfactory progress in reading compared to the percentage of white students making satisfactory progress in Algebra 1.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			3B.1. White: Many students have gaps in their mathematics skills Black: Many students have gaps in their mathematics skills Hispanic: NA Asian: NA American Indian: NA	1.1. Algebra 1 students who were level 1 and 2 on FCAT mathematics will be enrolled yearlong by pairing each semester of Algebra 1 with a mathematics elective. The teachers will follow the District's pacing guide for Algebra 1.	1.1. Assistant Principal and Program Coordinator	1.1. The percentage of students in subgroups who make satisfactory progress in Algebra 1	1.1. Algebra 1 EOC	
Algebra 1 Goal #3B: Decrease the number of students in ethnic subgroups who do not make satisfactory progress in Algebra 1	2012 Current Level of Performance:* White: 29%(6) Black: 91%(10) Hispanic: NA Asian: NA American Indian: NA	2013 Expected Level of Performance:* White: 24%(5) Black: 86%(9) Hispanic: NA Asian: NA American Indian: NA						
			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
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.				3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
				3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
				3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.				3D.1. Students need additional time and assistance	3D.1. Extra time on task with assistance will be available through a learning strategies class	3D.1. Assistant Principal and Program Coordinator	3D.1. The percentage of SWD who make satisfactory progress in Algebra 1	3D.1. Algebra 1 EOC
Algebra 1 Goal #3D: Decrease the percentage of students with disabilities not making satisfactory progress in Algebra 1	2012 Current Level of Performance:* 67%(6)	2013 Expected Level of Performance:* 62%(5)						
				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. Algebra 1 Goal #3E: Decrease the percentage of economically disadvantaged students not making satisfactory progress in Algebra 1	2012 Current Level of Performance:* 61%(14)	2013 Expected Level of Performance:* 56%(12)	3B.1. Many students have gaps in their mathematics skills	1.1. Algebra 1 students who were level 1 and 2 on FCAT mathematics will be enrolled yearlong by pairing each semester of Algebra 1 with a mathematics elective. The teachers will follow the District's pacing guide for Algebra 1.	1.1. Assistant Principal and Program Coordinator	1.1. The percentage of economically disadvantaged students who make satisfactory progress in Algebra 1	1.1. Algebra 1 EOC
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *Enter narrative for the goal in this box.* **2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
	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
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving Reading and Writing Skills (which includes training to teach students how to read and write about mathematics)	9-12	Rikki Boria, Debbie Brown, Nancy Maple, Beth Hardee	All Study Groups School-wide	Throughout the 2012-13 school year Second Tuesday of each month from 7:30-8:30am	Study groups will meet every week to discuss student progress and document the meetings with a study group log notebook.	Principal and Assistant Principal
Improving Vocabulary Skills (which will include vocabulary words frequently used in mathematics)	9-12/Mathematics	Rikki Boria, Debbie Brown, Nancy Maple, Beth Hardee	All Study Groups School-wide	Throughout the 2012-13 school year Second Tuesday of each month from 7:30-8:30am	Teachers will create a vocabulary follow up activity each week for their Small Group Advisory. Study groups will meet every week to discuss student progress in vocabulary acquisition and document the meetings with a study group log notebook.	Principal and Assistant Principal

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Using student response technology in mathematics instruction	9-12	Tami Smith	All Mathematics Teachers	First Semester during planning periods	Formal and informal observations by administration of the student response technology being used effectively in mathematics classes.	Principal and Assistant Principal

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<u>Mathematics Budget</u> (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
Using student response technology in mathematics instruction	Smart Student Response System(s)	School Trust Fund	$1299.00
			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:$1299.00

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

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1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 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

Science Budget (Insert rows as needed)

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

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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.			1.1. Students not writing to learn across the curriculum	1.1. All teachers will require students to write and will follow the instructional calendar for writing benchmarks.	1.1. Principal and Assistant Principal	1.1. Mini-writing assessments are part of the instructional calendar. Results are documented in a central file. On Track results will be compared from September to December.	1.1. Mini-writing assessments On Track Test
Writing Goal #1A: Increase the percentage of students scoring at Achievement Level 3 and higher in writing	2012 Current Level of Performance:* 86%(51)	2013 Expected Level of Performance:* 91%(54)					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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
Improving Reading and Writing Skills (which includes training to teach students how to read and write in the content areas)	9-12/All	Rikki Boria, Debbie Brown, Nancy Maple, Beth Hardee	All Study Groups School-wide	Throughout the 2012-13 school year Second Tuesday of each month from 7:30-8:30am	Teachers will submit assessment scores every two weeks that will be kept in a central location. Study groups will meet every week to discuss student progress and document the meetings with a study group log notebook.	Principal and Assistant Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Improving Reading and Writing Skills (which includes training to teach students how to read and write in the content areas)	Stipend pay for teacher time to develop Reading and Writing skills materials	School General Fund	$225.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$225.00

End of Writing 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. Support from home	1.1. Use a variety of approaches to elicit support from parents for increasing student attendance. These will include but not be limited to newsletters, orientations, open houses, parent conferences, phone homes and parent portal.	1.1. Principal and Assistant Principal	1.1. Review the District 20-day attendance reports and focus on students with excessive absences.	1.1. District 20-day attendance report
Attendance Goal #1: Increase the Average Daily Attendance (ADA)	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	91.5%(201)	92.5%(204)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	69	59					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	52	42					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
Use a variety of approaches to elicit support from parents for increasing student attendance. These will include but not be limited to newsletters, orientations, open houses, parent conferences, phone homes and parent portal.	School Newsletter	School General Funds	$350.00
			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:$350.00

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 Suspension Goal #1: Reduce the number of suspensions and the number of students suspended	2012 Total Number of In –School Suspensions 24 2012 Total Number of Students Suspended In-School 8%(17) 2012 Total Number of Out-of-School Suspensions 83 2012 Total Number of Students Suspended Out- of- School 11%(25)	2013 Expected Number of In- School Suspensions 19 2013 Expected Number of Students Suspended In -School 6%(12) 2013 Expected Number of Out-of-School Suspensions 78 2013 Expected Number of Students Suspended Out- of-School 9%(20)	1.1. Poor student behavior habits	1.1. Use interventions prior to suspension including conferences, IEP's, EPT's, mentoring, lunch detention, after school detention and Saturday school.	1.1. Dean of Students	1.1. Review the District Suspension reports and focus on students with suspensions.	1.1. District Suspension report
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
			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. Some students lack short and long term goals for acquiring needed levels of education	1.1. We will continue to focus school wide on improving student performance in the area of reading with an increased emphasis this year on writing across the curriculum. All 10th grade students take the PLAN test. All 11th grade students take the CPT and apply on line for Santa Fe College. All of our students are enrolled in a career/technical academy. All of our students are scheduled into courses that will qualify them for the Gold Seal or higher scholarship. Each of our 4 career/technical academies has an articulation agreement with Santa Fe College.	1.1. Principal, Assistant Principal, Guidance Counselor and Program Coordinator	1.1. Continually monitor the progress towards graduation for all students	1.1. Infinite Campus
Dropout Prevention Goal #1: Decrease the percent of students who drop out *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Not enough school events that include parent participation	1.1. Use an Academic Booster Club with parent members to organize events that increase parent involvement.	1.1. Principal and Assistant Principal	1.1. Monitor the adult sign in sheets and compare with the 2011-12 school year.	1.1. Adult sign in sheets
Parent Involvement Goal #1: Increase the percentage of parent involvemnt *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated*.	2012 Current Level of Parent Involvement:* 20%(44)	2013 Expected Level of Parent Involvement:* 25%(55)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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: Develop real world training facilities that connect STEM subjects to hands on learning applications	1.1. Funding, partnership building, regulations.	1.1. Develop a firefighting/EMT training facility that will allow for both simulation and live burn training experiences	1.1. Director of CTE, Principal, Director of Facilities	1.1. A regular, effective training relationship between the Academy of Fire and Emergency Services and the Alachua County Fire Rescue	1.1. Observation notes from simulation and live burn trainings
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
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: Increase the level of rigor and relevance in core classes	1.1. Core teachers are not familiar with CTE programs	1.1. Train core teachers about the CTE programs and provide time for the core teachers and CTE teachers to collaborate on projects that are rigorous and related to the CTE standards	1.1. CTE coordinators, Principal and Assistant Principal	1.1. Review lesson plans and Classroom walkthroughs.	1.1. Classroom walkthrough
	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						
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
Increase the level of rigor and relevance in core classes	9-12	Nancy Iafrate	School-wide	June 5,6,7 2012 and August 14,2012	Teachers submit lesson plans that include CTE related projects	Nancy Iafrate

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

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<th colspan="3">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
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<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
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<td>Additional Goal #1:

Enter narrative for the goal in this box.</td>
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Enter numerical data for current goal in this box.</td>
<td>2013 Expected Level :*

Enter numerical data for expected goal in this box.</td>
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Additional Goals Professional Development

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Please note that each Strategy does not require a professional development or PLC activity.</th>
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<th>PD Content /Topic and/or PLC Focus</th>
<th>Grade Level/Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th>
<th>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$800.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total:$1299.00
Science Budget	
	Total:
Writing Budget	
	Total:$225.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:$350.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$2674.00

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ 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.
The SAC will meet quarterly beginning in October. The SAC will help to implement and evaluate the 2012-13 SIP. The SAC will assist and advise the school in continuing to research solutions to students with truancy issues, students with reading deficiencies, and other at-risk students.

Describe the projected use of SAC funds.	Amount
FCAT Snacks	$300.00

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