

# Florida Department of Education

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

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Archimedean Upper Conservatory

President of the Board: George Kafkoulis

SAC Chair: Lisa Ibarra-Rivera



District Name: Miami-Dade

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

### **Student Achievement Data:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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### Highly Effective Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Demetrios Demopoulos	Masters' in Computer Science, Rice University, Texas, (2002)	4 years	4 years	Principal of Archimedean Upper Conservatory:  2012 2011 2010 2009 2008  <u>School Grade ? A A A A</u> <u>High Standards Reading 83 89 82 66 92</u> <u>High Standards Math N/A 97 99 95 93</u> <u>Learning Gains Reading N/A 79 68 70 78</u> <u>Learning Gains Math N/A 97 79 91 74</u> <u>Gains-R-25 N/A 77 60 57 79</u> <u>Gains-M-25 N/A 97 79 91 75</u>
		B.S. and Masters' in Computer Engineering & Informatics, University of Patras, Greece (1997)			
		FLDOE Certification, Elementary Education, 2003-2008			
		FLDOE Certification, Mathematics 6-12, 2008- 2011			

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Assistant Principal	Olga Bardoutsos	Ed. Specialist, Education Leadership, Florida International University (in progress)	3 years	3 years	Assistant Principal of Archimedean Upper Conservatory:
					2012 2011 2010 2009 2008
		Masters' in TESOL, Florida International University (2003)			<u>School Grade ? A A A A</u>
		B.A., Business Administration, USF (1981)			<u>High Standards Reading 83 89 82 95 92</u>
					<u>High Standards Math N/A 97 99 95 93</u>
					<u>Learning Gains Reading N/A 79 68 85 78</u>
					<u>Learning Gains Math N/A 97 79 73 74</u>
		B.A., French Literature, USF (1981)			<u>Gains-R-25 N/A 77 60 88 79</u>
					<u>Gains-M-25 N/A 97 79 71 75</u>
		FLDOE, Certification in Elementary Education, ESOL, English 6-12, French (2007-2010)			

**Highly Effective Instructional Coaches**

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

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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)
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**Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Solicit referrals from the Archimedean Schools Community and from the Academic Community of UM and FIU	Principal, Board	August 2012	
1. Regular meetings with the faculty to plan and evaluate courses.	Principal	June 2013	
1. Seeking opportunities that allow teachers to take ownership of school projects, and collaborate with each other	Principal	June 2013	
1. Competitive teacher salaries and stipends towards advanced degrees	Board	June 2013	

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### *Non-Highly Effective Instructors*

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
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### *Staff Demographics*

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
22	9% (2)	50% (11)	41% (9)	0% (0)	68% (15)	100% (22)	0% (0)	0%(0)	5% (1)

### *Teacher Mentoring Program*

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kerri Hartman	Agostina Morgante	Shared educational background (Philosophy) and shared students (sophomores)	Co-teaching, Mutual Classroom Observations, Reflections on Lessons

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Magdalini Dasteridou

Katerina Tsitoura

Shared educational background (Greek Philology), Shared academic objectives for this year (Greek language attainment exams)

Common planning, Collaboration in gathering/creating resources

### **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)

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Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

**School-Based MTSS/RtI Team**



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

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 MTSS/RtI and conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

**SPED Specialist:** Participates in student data collection, collaborates with teachers to integrate core instructional activities/materials, Assists with implementation of interventions.

**Lead Faculty (from the departments of English, Mathematics, Science, Social Studies, and Languages):** Develop, lead, and evaluate school core content standards/programs pacing, sequencing and instructional strategies; identifies and analyzes intervention approaches; Identifies systematic patterns of student need while working with school administration to identify appropriate, evidence-based intervention strategies; 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 of monitoring.

**School Counselor:** Serves as part of the Student Support Team; monitors student progress; assists in implementation of interventions; participates in data analysis and collection; provides support for intervention fidelity and documentation.

**School Psychologist:** Serves as part of the Student Support Team; monitors student progress; participates in data analysis and collection; provides support for intervention fidelity and documentation.

**Technology Specialist:** Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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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?

For roles of each individual member of the MTSS/RtI Leadership Team please see above.

In preparation for the academic year, the Principal meets with the Lead Faculty from all departments in order to review data gathered from standard, baseline and progress monitoring assessments, FCAT, EOC, PSAT/SAT and Advanced Placement exams. At the start of the year students are assigned to classes based on academic performance on prerequisite classes and on the assessment data mentioned above. Students who will require special instruction to achieve their academic goals are identified for participation in set intervention programs. Based on the above information, the team will identify professional development and resources. The team meets regularly (monthly) to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

During the academic year, the Lead Faculty works in collaboration with the rest of the faculty and the Principal to monitor student progress. Data is collected on students not making expected progress. The team studies and tries to determine the root of the problem. The team coordinates meetings with parents of students not making adequate progress on a regular basis. These meetings focus on individual strategies and plans aimed at meeting individual student needs. When necessary, the SPED Specialist, the school's Counselor, and the school's Psychologist participate in the meetings. Follow up meetings are scheduled to determine that those needs have been met and that progress has been shown over time. Parents receive a detailed plan of action (in writing). The plan details the actions to be taken by the school and recommendations for the parent to follow.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the MTSS Leadership Team meet with members of the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP over the summer. The team provides data on academic and social areas that need to be addressed; help set clear expectations for instruction, strategies for targeting specific groups of students, and pacing for the curriculum. They facilitate the development of a systemic approach to teaching and uniform, effective teaching practices that have proven to work at our school over time. The MTSS Leadership Team will be providing data and analysis to the EESAC during the academic year, to assist in evaluating and adjusting (when necessary) the SIP

### **MTSS Implementation**

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FCAT, EOC, Interim Assessments through Edusoft, Advanced Placement exams, PSAT/SAT/ACT, Student Behavior Log, Student Case Management System, Attendance Records

Progress Monitoring & Midyear: PMRN, Interim Assessments,, Textbook Publisher's Test Banks, FCAT & EOC Simulation through Edusoft, Midterms, PSAT/NMSQT/SAT/ACT, Student Behavior Log, Student Case Management System, Attendance Records

End of Year: Progress Monitoring and Reporting Network (PMRN), FCAT, EOC, Advanced Placement exams, Greek Language Attainment Exams, Finals, SAT, ACT, Student Behavior Log, Student Case Management System, Attendance Records

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning times, and at the start of the year. The Professional Development will be focused on Differentiated Instruction, Data-based Decision Making, Intervention Strategies that work, and problem solving at all tiers of RtI.

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Describe plan to support MTSS.

To better support all members of the MTSS and the implementation of RtI the school will i) hold regular meetings of the leadership team to strengthen the understanding of the model, evaluate process and interventions ii) evaluate resources used and make recommendations based on the needs for the RtI implementation iii) engage all members of the MTSS in professional development to better understand the model.

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

#### **School-Based Literacy Leadership Team**

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

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

Principal (Demetrios Demopoulos): Ensures that school's objectives, practices, and assessment are in alignment with district's CRRP and state's Just Read, Florida!

Ensures faculty is taking advantage of all available professional development resources, and communicates all necessary information to parents and students.

Assistant Principal (Olga Bardoutsos): Works directly with English faculty on implementation of strategies, data analysis from assessments (FAIR, Interims etc) and ensures that ESE and ESOL population receives appropriate instruction and has available all necessary resources.

English Department (Yimali Gonzalez, Kerri Hartman, Afif Nasreddine), Identify systematic patterns of students needs while working with school administration to identify appropriate, research-based intervention strategies; Perform progress monitoring, data collection, and data analysis; Participate in professional development; Identify opportunities for reading interventions/ teaching reading skills in other subject areas and provide support to faculty of other departments in teaching reading skills.

Department Lead Faculty (Mathematics, Science, Social Studies – Demetrios Demopoulos, Lisa Ibarra-Rivera, Kristen Merino): Assist in identifying literacy needs and opportunities in the respective content areas and assist in implementation of reading strategies in these content area classes.

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

For roles of each individual member of the Literacy Leadership Team please see above.

Ahead of the beginning of classes the LLT team meets to decide on resources to be used, to set objectives, to decide on benchmarks and assessments that will be used, and to identify opportunities for improving literacy at the school.

During the school year, the team meets monthly to discuss and evaluate students' progress and revise strategies, practices, and interventions. LLT members research on strategies, methods and resources and provide literacy workshops to all faculty during teacher planning days. LLT is responsible for organizing student study groups to work on reading before and/or after regular school hours. LLT is responsible also for the continuation of reading program during the summer break; students are assigned several titles to read and report on, not only in relation to their language/arts classes but as well as the rest of the core subjects (including mathematics, sciences and social studies.)

What will be the major initiatives of the LLT this year?

The long-term goal is to create a culture of life-long avid readers. This year the school will continue its school-wide reading plan towards this long-term goal that will also address the immediate student needs, as these are measured by standardized tests. Four major components comprise the reading plan: 1) create a learning community of dedicated professionals, 2) create a reading community of students and families, 3) study and apply research related to literacy and 4) develop and maintain a professional development plan for all professionals involved in the literacy plan.

### ***Public School Choice***

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

### ***\*Elementary Title I Schools Only: Pre-School Transition***

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

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

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

The Reading teacher will be meeting with faculty from each department once a month to discuss and plan on incorporation of teaching Reading in all subjects. Reading and vocabulary objectives will be incorporated in the Social Studies, Science, and Mathematics instruction.

At least one content-related book (other than the textbook(s)) will be included in the syllabus of each course this year to promote reading across all disciplines.

Administration will be monitoring the implementation of the plan through review of meetings' notes and minutes and triangulation with data from lesson plans and classroom observations.

### ***\*High Schools Only***

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

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

The faculty actively seeks to show case all connections between academic concepts and applications at the work level. Educational videos, guest speakers from the professional world, field trips to working environments contribute to bringing a balance between theoretical/conceptual understanding and appreciation of practical importance.

Also, while keeping the focus on students' academic preparation for success in college and graduate school, the school will continue supporting and expanding applied and integrated classes, such as (Research, Web Design, Creative Writing, and Debate.) that enhance the academic program.

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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?

The administrators and guidance/college counselors of the school consult and advice all students at a regular basis.

The school assists the students in identifying areas of strong interest. In addition the school provides the students with guidance on targeting higher education institutes based on their individual interests. Prior to the beginning of the school year, reverse planning leads to guidance towards selecting courses that would maximize the potential that each student achieves his/her academic goals.

During the school year regular individual meetings with the counselor help the students understand the connection between their current studies and performance and their future academic goals, in order to further motivate the students.

### *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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Archimedean Upper Conservatory students follow an intense and demanding college preparatory program. All students are expected to graduate with a total of at least 7 credits in Mathematics, and reach at least Calculus. In Science all students will graduate with at least 4 credits, including Chemistry and Physics. All students will have at least 4 credits in Foreign Language (Greek, Latin, French) and 4 half-credits in Philosophy (Ethics, Semantics & Logic, Philosophy Honors and Women Studies). In addition to enroll in at least two (2) Honors classes every year, the majority of the students should take and pass at least one Advanced Placement course. The expectation is that, on average, by graduation there will be two (2) successful AP exams per graduate. The expectation is that at least 75% of the graduates will complete successfully at least one (1) Advanced Placement course, in comparison to 42.5% and 41.9% of the District and the State respectively (2008 data)

College and Graduate school future plans are part of daily conversations among students and teachers, and become a regular topic of Principal's, Faculty and Guest Speakers' speeches. The Principal and Counselor will be working on maximizing the chances the students have not only to get accepted to prestigious colleges and universities, but also to receive scholarships.

The school is also guiding students towards participation and high performance on all major college readiness standardized tests, namely PSAT/NMSQT, SAT, and ACT. All (100%) sophomores and all juniors of the school participate every October in the PSAT/NMSQT examinations. In 2011 PSAT exams, the combined average PSAT score of the AUC juniors (class of 2012) was 166 and that of the sophomores 149, both of which are higher than the District's and State's combined average SAT score for seniors (class of 2011), and higher than the combined average SAT score for seniors (class 2012) of about 90% of the high schools in the District. In the spring semester, a big portion of the school's freshmen, sophomores, and juniors participate in a mandatory one-semester preparatory course targeting PSAT/NMSQT, SAT, and ACT. By June of 2012 the average SAT score (1760) of the school's rising seniors (class of 2013) ranked them among the top 2 high schools in the district.

**Reading Goals**      **Problem-**

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**Solving  
Process  
to  
Increase  
Student  
Achievement**

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

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**1a. FCAT  
2.0: Students  
scoring at  
Achievement  
Level 3 in  
reading.**

<p>1a.1. Compared to 2011, the 2012 results showed that although several students showed a marked improvement from level 3 to levels 4 or 5, few students were able to move from level 2 to level 3. It is apparent that the students currently</p>	<p>1a.1. All students who received a level 2 score in the 2012 FCAT 2.0 Reading test will be assigned to a (spring) semester reading intervention class of three to four hours weekly as a supplement to their regular English and the Intensive Reading classes.</p> <p>Additionally, starting in the fall semester, teachers will assign low-scoring students additional, skills-based assignments</p>	<p>1a.1. RtI Leadership Team</p>	<p>1a.1. Students will be assigned work on Reading Plus and/or FCAT Explorer starting in the fall to target their individual weaknesses. Teachers will continuously monitor their performance. The performance will be discussed twice monthly in departmental meetings with the administration.</p>	<p>1a.1. Formative: Performance on tasks assigned through Reading Plus and FCAT Explorer; Practice tests and performance on the intervention class.</p> <p>Summative: 2013 FCAT 2.0 Reading Test</p>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

at level 2 (there are no level 1 students) need additional support to make significant progress to reach level 3 (or higher) in 2013. (on Reading Plus and FCAT Explorer) to improve their reading performance. Finally, a team of all the core areas faculty of the underclassmen will be working together to establish high expectations of all students and communicate clearly and effectively these expectations to all students.

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<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#1a:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performanc</u>	
	<u>e:*</u>	

The results of the 2012 FCAT 2.0 Reading Test indicate that 15% of students achieved Level 3 proficiency.

Our goal for the 2012-2013 school year is to increase the Level 3 student proficiency to 16%

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*15%*      *16% (20)*  
*(15)*

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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 Levels 4, 5, and 6 in reading.**

1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
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<u>Reading Goal</u> <u>#1b:</u>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e.*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance.*</u>
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*Enter narrative for the goal in this box.*

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*Enter numerical data for current level of performance in this box.*

*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.

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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**2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.**

2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Although as noted in the 2012 FCAT 2.0 Reading test, the performance of the underclassmen students in all content areas of reading was strong, the area in which they had the least strong performance was Reporting	Projects and term papers will be used in order to guide students to become better independent readers. A variety of real-world documents, such as newspapers, magazines, technical reports, blogs and websites will be used to learn to locate, validate, analyze, synthesize, interpret and organize information. Some projects and	RtI Leadership Team	Rubrics will be developed to assess students learning. Students papers and projects will be used as assessments of their abilities in regards to been independent learning, researching and referencing information. Classroom observations will provide additional assessment.	Formative: Rubric scores; students' projects and papers; quizzes  Summative: 2013 FCAT 2.0 Reading Test

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g term papers  
Categor will be a  
y 4, joined  
Informat assignment  
ional among the  
Text/ English class  
Researc and the  
h classes of  
Process. History, and  
These Philosophy  
skills (Ethics and  
need to Logic).  
be  
develope In addition  
d in the instruction  
order in these  
for classes will  
more encourage  
students questioning  
to attain the text,  
the building  
higher strong  
(4-5) arguments,  
FCAT and reciprocal  
Reading teaching.  
scores.

Finally,  
students will  
be assigned to  
read, analyze,  
and report on  
at least one  
book in each  
core class  
(other than

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<u>Reading Goal</u> <u>#2a:</u>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>
The results of the 2012 FCAT 2.0 Reading Test indicate that 68% of the students achieved levels 4 or 5 proficiency.		the Language/ Arts classes).
Our goal for the 2012-2013 school year is to increase the levels 4 or 5 student proficiency to 69%		

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*68%*      *69% (85)*  
*(70)*

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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.**

2b.1.

2b.1.

2b.1.

2b.1.

2b.1.

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Reading Goal  
#2b:

2012  
Current  
Level of  
Performance  
e:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

2b.2.

2b2.

2b.2.

2b.2.

2b.2.

2b.3

2b.3

2b.3

2b.3

2b.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

Evaluation Tool

Strategy

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<p><b>3a. FCAT 2.0:</b>  <b>Percentage of students making Learning Gains in reading.</b></p>	<p>3a.1.            Based on the results of the 2012 FCAT 2.0 Reading Test, 82% of the sopho more students made learning gains, while 56% of the fresh men students made learning gains</p>	<p>3a.1.            Teachers of freshmen classes in collaboration with the guidance counselor will incorporate in their lessons strategies on studying, taking notes, managing time, and setting goals throughout the first semester of the year. This intervention will build on top of the required FLVS course on Study Skills and Critical Thinking that all rising freshmen will be taking this summer.</p>	<p>3a.1.            RtI Leadership Team</p>	<p>3a.1.            Freshmen performance in interim assessments, FAIR assessments, and midterm examinations will be compared to previous years' data to evaluate the effectiveness of the strategies employed.</p>	<p>3a.1.            Formative: Interim, FAIR, Midterm examinations             Summative: 2013 FCAT 2.0 Reading Test</p>
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In addition,  
the guidance  
counselor  
will arrange  
for peer  
counseling  
and peer  
tutoring,  
where  
successful  
upper  
classmen will  
share their  
experiences  
and  
knowledge  
with less  
successful  
freshmen.



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

<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#3a:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performance</u>	
	<u>e:*</u>	

The results of the 2012 FCAT 2.0 Reading Test indicate that 67% of the students made learning gains.

Our goal for the 2012-2013 school year is to increase students making learning gains to 83%.

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

*67%*  
*(63)*

*83% (102)*

3a.2.

3a.2.

3a.2.

3a.2.

3a.2.

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

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.

<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#3b:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performanc</u>	
	<u>e:*</u>	

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

3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>4a. FCAT 2.0:</b>  <b>Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4a.1. The majority of the lowest 25% of the students earned in the previous year a score of level 3 and they did not have to enroll in an Intensive Reading class. Apparently several of them could use some additional instruction in</p>	<p>4a.1. All students who received a low level 3 score in the 2012 FCAT 2.0 Reading test will be assigned to a (spring) semester reading intervention class of three to four hours weekly as a supplement to their regular English class.</p>	<p>4a.1. RtI Leadership Team</p>	<p>4a.1. FCAT-like passages and practice tests (through EDUSOFT, Reading Plus, and FCAT Explorer) will be used to monitor the performance of the students in all reading content areas. Assessment data will be reviewed every two weeks, and adjustments to the intervention plans will be made if necessary. Reading Plus logs and students' records will be reviewed regularly</p>	<p>4a.1. Formative: Practice tests, Reading Plus records.  Summative: 2013 FCAT 2.0 Reading Test</p>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

English/  
Reading.

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

<u>Reading Goal</u> <u>#4a:</u>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>
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The results of the 2012 FCAT Reading Test indicate that 50% of the students in the lowest 25% made learning gains.

Our goal for the school year 2012-2013 is to increase students in the lowest 25% making learning gains to 81%.

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

*50%*  
*(13)*

*81% (25)*

4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
4a.3	4a.3.	4a.3.	4a.3.	4a.3.



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

**4b. Florida  
Alternate  
Assessment:  
Percentage  
of students  
in Lowest  
25% making  
learning gains  
in reading.**

4b.1.

4b.1.

4b.1.

4b.1.

4b.1.

Reading Goal  
#4b:

2012  
Current  
Level of  
Performance  
e:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative  
for the goal in this  
box.*

*Enter  
numerical  
data for  
current  
level of  
performance  
in this box.*

*Enter numerical data  
for expected level of  
performance in this  
box.*

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

4b.2.                      4b.2.                      4b.2.                      4b.2.                      4b.2.

4b.3                      4b.3.                      4b.3.                      4b.3.                      4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<p><b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data 2010-2011</b></p>					

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

### Reading Goal

#5A:

*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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
	White:				
	Black:				
	Hispanic:				
	Asian:				
	American Indian:				

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

<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#5B:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performance</u>	
	<u>e:*</u>	

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

White:

White:

Black:

Black:

Hispanic:

Hispanic:

Asian:

Asian:

American Indian:

American Indian:

5B.2.

5B.2.

5B.2.

5B.2.

5B.2.

5B.3.

5B.3.

5B.3.

5B.3.

5B.3.

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:

**5C. English Language Learners (ELL) not making satisfactory progress in reading.**

Reading Goal #5C:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of Strategy

Evaluation Tool

5C.1.

5C.1.

5C.1.

5C.1.

5C.1.

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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

<u>Reading Goal</u> <u>#5D:</u>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>e:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>
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*Enter narrative  
for the goal in this  
box.*

*Enter  
numerical  
data for  
current  
level of  
performance  
in this box.*

*Enter numerical data  
for expected level of  
performance in this  
box.*

—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.



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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.

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

<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#5E:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performance</u>	
	<u>e:*</u>	

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

5E.2.	5E.2	5E.2.	5E.2.	5E.2.
5E.3	5E.3	5E.3	5E.3	5E.3

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

**Reading Professional Development**

**Professional Development (PD) aligned with Strategies through Professional**

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

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

**Learning  
Community  
(PLC) or PD  
Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**Reading Budget (Insert rows as needed)**

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
1a.1 & 4a.1	Teachers additional hourly compensation	School's Salaries Budget	\$16,000
1a.1, 2a.1, & 4a.1	Reading/Testing Resources	School's Testing Budget	\$2,000
1a.1 & 4a.1 & Intensive Reading	Jamestown Timed Readers	School's Textbook Budget	\$2,000
<b>Subtotal: \$20,000</b>			

Technology

Strategy	Description of Resources	Funding Source	Amount
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**April 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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

**Subtotal:**

Professional Development

Strategy

1.a1 & 4a.1

Description of Resources

District’s Workshops for Reading Coaches

Funding Source

N/A

Amount

N/A

**Subtotal:**

Other

Strategy

2a.1

Description of Resources

Print Media Subscriptions

Funding Source

PTSO Budget

Amount

\$2,500

**Subtotal: \$2,500**

**Total: \$22,500**

**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

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

**1. Students scoring proficient in Listening/ Speaking.**

1.1.

Teachers must support individual student needs and provide time one on one.

1.1.

Students make adequate progress by continuing the inclusive classes where they interact with Non-ELL students.

1.1.

Classroom Teacher and the ESOL Chair

1.1.

Reading Plus, Classroom Assignments, Teacher Made Exams. Practice SAT, and AP exams, Classroom projects and presentations.

1.1.

CELLA

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

CELLA Goal #1:

2012 Current Percent of  
Students Proficient in Listening/  
Speaking:

There were 3 ELL students in the 2011-2012 school year. All three students arrived in the middle of the year. One student exited at the end of the year. Our goal for next year is for the other two students to move up at least to the next level of proficiency.

*Enter numerical data for current level of performance in this box.*

1.2.

1.2.

1.2.

1.2.

1.2.

ESOL Strategies for  
AYP Success Across  
the Curriculum

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

1.3.	1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Reading Plus allows for tailored support. Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

**2. Students scoring proficient in Reading.**

2.1.

Additional time to complete required readings and Learning vocabulary

2.1.

Students will be enrolled in Reading for College Success Classes where Vocabulary building is a strong component

2.1.

Classroom Teacher and the ESOL Chair

2.1.

Reading Plus, Classroom Assignments, Teacher Made Exams. Practice SAT, and AP exams, Classroom projects and presentations.

2.1.

CELLA, SAT EXAMS, AP EXAMS



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

CELLA Goal #2:

2012 Current Percent of  
Students Proficient in Reading :

The one remaining student is a LI (Low Intermediate) in the Reading Category. Our goal is for her to reach at least a HI level.

*Enter numerical data for current level of performance in this box.*

2.2.

2.2.

2.2.

2.2.

2.2.

2.3

ESOL Strategies for  
AYP Success Across  
the Curriculum  
2.3

2.3

2.3

2.3

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

Students write in English at grade level in a manner similar to non-ELL students.

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Evaluation Tool

### 3. Students scoring proficient in Writing.

2.1.

2.1.

2.1.

2.1. Strategy

2.1.

Idiomatic expressions and word order.

Grammar exercises are embedded in the English Language Program. This ESOL student is an 11<sup>th</sup> grader who will be preparing for the SAT as well. All 11<sup>th</sup> grade students receive additional instruction in these areas. In addition ESOL workbooks are available for individual instruction.

English Teacher and ESOL Chair

Writing Compositions

CELLA, SAT EXAMS, AP EXAMS

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

CELLA Goal #3:

2012 Current Percent of  
Students Proficient in Writing:

The one remaining student is a HI (High Intermediate) in the Writing Category. Our goal is for her to reach Proficient level by the Spring of 2013.

*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

*End of Reading Goals*

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

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

**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

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

**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*

**Elementary  
Mathematics  
Goals**

**Prob-  
lem-  
Solving  
Process  
to  
Incr-  
ease  
Student  
Achieve-  
ment**

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.

Mathematics  
Goal #1a:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

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 Levels 4, 5, and 6 in mathematics.**

1b.1.

1b.1.

1b.1.

1b.1.

1b.1.

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

Mathematics  
Goal #1b:

2012 Current    2013 Expected  
Level of        Level of  
Performance:   Performance:\*  
\*  
-

*Enter narrative for  
the goal in this box.*

*Enter  
numerical  
data for  
current  
level of  
performance  
in this box.*

*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.

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



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

<b>2a. FCAT 2.0:</b>	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
<b>Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>					

<u>Mathematics</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>Goal #2a:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	*	
	-	

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

**2012-2013 School Improvement Plan (SIP)-Form SIP-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  
mathematics.**

2b.1.

2b.1.

2b.1.

2b.1.

2b.1.

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

Mathematics  
Goal #2b:  
2012 Current  
Level of  
Performance:  
\*  
-  
2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
2b.3	2b.3	2b.3	2b.3	2b.3

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

**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:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for  
the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

3a.2.                      3a.2.                      3a.2.                      3a.2.                      3a.2.

3a.3.                      3a.3.                      3a.3.                      3a.3.                      3a.3.

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

**3b. Florida  
Alternate  
Assessment:  
Percentage of  
students making  
Learning Gains  
in mathematics.**

3b.1.

3b.1.

3b.1.

3b.1.

3b.1.

Mathematics  
Goal #3b:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for  
the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*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.

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

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

**4a. FCAT 2.0:** 4a.1. 4a.1. 4a.1. 4a.1. 4a.1.  
**Percentage of students in Lowest 25% making learning gains in mathematics.**

<u>Mathematics</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>Goal #4a:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	*	

*Enter narrative for the goal in this box.*



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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

4a.2.

4a.2.

4a.2.

4a.2.

4a.2.

4a.3

4a.3.

4a.3.

4a.3.

4a.3.

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

**4b. Florida  
Alternate  
Assessment:  
Percentage  
of students  
in Lowest  
25% making  
learning gains in  
mathematics.**

4b.1.

4b.1.

4b.1.

4b.1.

4b.1.

Mathematics  
Goal #4b:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for  
the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

4b.2.

4b.2.

4b.2.

4b.2.

4b.2.

4b.3

4b.3.

4b.3.

4b.3.

4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

**2011-2012**

**2012-2013**

**2013-2014**

**2014-2015**

**2015-2016**

**2016-2017**

**5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

**Baseline data 2010-2011**

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

### Mathematics

#### Goal #5A:

*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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
	White:				
	Black:				
	Hispanic:				
	Asian:				
	American Indian:				

<u>Mathematics</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>Goal #5B:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	*	

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

White:	White:				
Black:	Black:				
Hispanic:	Hispanic:				
Asian:	Asian:				
American Indian:	American Indian:				
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

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

Mathematics  
Goal #5C:

2012 Current    2013 Expected  
Level of        Level of  
Performance:   Performance:\*  
\*  
-

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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

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

**5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.**

5D.1.

5D.1.

5D.1.

5D.1.

5D.1.

Mathematics  
Goal #5D:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*



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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	5D.3.	5D.3.	5D.3.	5D.3.	5D.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
---------------------	----------	---	---	-----------------

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

5E.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
-----	-------	-------	-------	-------	-------

**Economically Disadvantaged students not making satisfactory progress in mathematics.**

<u>Mathematics</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>Goal #5E:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	*	

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

5E.2.

5E.2

5E.2.

5E.2.

5E.2.

5E.3

5E.3

5E.3

5E.3

5E.3

**Elementary School Mathematics Goals**

**Middle School Mathematics Goals**  
**Problem-Solving Process to Increase Student Achievement**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

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

**1a. FCAT 2.0:**  
**Students scoring**  
**at Achievement**  
**Level 3 in**  
**mathematics.**

1a.1.

1a.1.

1a.1.

1a.1.

1a.1.

Mathematics  
Goal #1a:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for  
the goal in this box.*

*Enter  
numerical  
data for  
current  
level of  
performance  
in this box.*

*Enter numerical  
data for  
expected level of  
performance in  
this box.*

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

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 Levels 4,  
5, and 6 in  
mathematics.**

1b.1.

1b.1.

1b.1.

1b.1.

1b.1.

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

Mathematics  
Goal #1b:

2012 Current    2013 Expected  
Level of        Level of  
Performance:   Performance:\*  
\*  
-

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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.

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

**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:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for  
the goal in this box.*

*Enter  
numerical  
data for  
current  
level of  
performance  
in this box.*

*Enter numerical  
data for  
expected level of  
performance in  
this box.*

**2012-2013 School Improvement Plan (SIP)-Form SIP-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  
mathematics.**

2b.1.

2b.1.

2b.1.

2b.1.

2b.1.



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

Mathematics      2012 Current    2013 Expected  
Goal #2b:      Level of      Level of  
Performance:    Performance:\*  
 \*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
2b.3	2b.3	2b.3	2b.3	2b.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
--	---------------------	----------	---	---	-----------------

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

**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:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for  
the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

3a.2.

3a.2.

3a.2.

3a.2.

3a.2.

3a.3.

3a.3.

3a.3.

3a.3.

3a.3.

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

**3b. Florida  
Alternate  
Assessment:  
Percentage of  
students making  
Learning Gains  
in mathematics.**

3b.1.

3b.1.

3b.1.

3b.1.

3b.1.

Mathematics  
Goal #3b:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for  
the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*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.

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

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

**4a. FCAT 2.0:**      4a.1.              4a.1.              4a.1.              4a.1.              4a.1.  
**Percentage  
of students  
in Lowest  
25% making  
learning gains in  
mathematics.**

<u>Mathematics</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>Goal #4a:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	*	

*Enter narrative for  
the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
4a.3	4a.3.	4a.3.	4a.3.	4a.3.

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

**4b. Florida  
Alternate  
Assessment:  
Percentage  
of students  
in Lowest  
25% making  
learning gains in  
mathematics.**

4b.1.

4b.1.

4b.1.

4b.1.

4b.1.

Mathematics  
Goal #4b:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for  
the goal in this box.*



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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

4b.2.

4b.2.

4b.2.

4b.2.

4b.2.

4b.3

4b.3.

4b.3.

4b.3.

4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target  
**5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

**2011-2012**  
**Baseline data 2010-2011**

**2012-2013**

**2013-2014**

**2014-2015**

**2015-2016**

**2016-2017**

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

### Mathematics

#### Goal #5A:

*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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian: Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>
--	--	--------------	--------------	--------------	--------------

<p><u>Mathematics</u> <u>Goal #5B:</u></p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:</u> <u>*</u></p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u></p>
--	---	--

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

	White:	White:	Black:	Hispanic:	Asian:	American Indian:
	Black:	Hispanic:	Asian:	American Indian:		
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.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:  
**5C. English Language Learners (ELL) not making satisfactory progress in mathematics.**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

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

Mathematics  
Goal #5C:

2012 Current    2013 Expected  
Level of        Level of  
Performance:   Performance:\*  
\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
5C.3.	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
---------------------	----------	---	---	-----------------

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

**5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.**

5D.1.

5D.1.

5D.1.

5D.1.

5D.1.

Mathematics  
Goal #5D:

2012 Current  
Level of  
Performance:  
\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	5D.3	5D.3.	5D.3.	5D.3.	5D.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
---------------------	----------	---	---	-----------------

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

<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
---	-------	-------	-------	-------	-------

<u>Mathematics</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>Goal #5E:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	*	
	-	

*Enter narrative for  
the goal in this box.*



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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

5E.2.

5E.2

5E.2.

5E.2.

5E.2.

5E.3

5E.3

5E.3

5E.3

5E.3

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

*End of Elementary School Mathematics Goals*

### **Middle School Mathematics Goals**

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

High School	Mathematics	Goals				
		<p><b>lem- Sol ving Proc ess to Incr ease Stu dent Achie vemen t</b></p>				
<p>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:</p>	<p>Anticipate d Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of  Strategy</p>		<p>Evaluation Tool</p>

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

<p><b>1. Florida Alternate Assessment:</b> Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1.1.	1.1.	1.1.	1.1.	1.1.
---	------	------	------	------	------

<p><u>Mathematics Goal #1:</u></p>	<p><u>2012 Current Level of Performan ce:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>
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*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

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

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:  
**2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.1.	2.1.	2.1.	2.1.	2.1.

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

Mathematics Goal #2:      2012 Current Level of Performance:\*      2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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

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
--	---------------------	----------	---	---	-----------------

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

**3. Florida**                    3.1.                    3.1.                    3.1.                    3.1.

**Alternate**

**Assessment:**

**Percentage of**

**students making**

**Learning Gains in**

**mathematics.**

<u>Mathematics Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#3:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performan</u>	
	<u>ce:*</u>	

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

3.2.

3.2.

3.2.

3.2.

3.2.

3.3.

3.3.

3.3.

3.3.

3.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of Strategy

Evaluation Tool

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

**4. Florida  
Alternate  
Assessment:  
Percentage of  
students in Lowest  
25% making  
learning gains in  
mathematics.**

4.1.

4b.1.

4b.1.

4b.1.

4b.1.

Mathematics Goal  
#4:

2012  
Current  
Level of  
Performan  
ce:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the  
goal in this box.*



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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

4.2.

4.2.

4.2.

4.2.

4.2.

4.3

4.3.

4.3.

4.3.

4.3.

### *End of Middle School Mathematics Goals*

### **Florida Alternate Assessment High School Mathematics Goals**

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

**Algebra EOC Goals    Problem  
                                  -Solving  
                                  Process**

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

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

**to  
Increase  
Student  
Achieve  
ment**

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:

**1. Students scoring at Achievement Level 3 in Algebra.**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1.	1.1.	1.1.	1.1.	1.1.

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

Algebra Goal #1:

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Level of</u>	<u>Level of</u>
<u>Performance:*</u>	<u>Performance:*</u>

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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

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

**2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.**

2.1.                      2.1.                      2.1.                      2.1.                      2.1.

Algebra Goal #2:

2012 Current      2013 Expected  
Level of            Level of  
Performance:\*   Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*      *Enter numerical data for expected level of performance in this box.*

2.2.                      2.2.                      2.2.                      2.2.                      2.2.



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

**3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.**

3B.1.

3B.1.

3B.1.

3B.1.

3B.1.

White:

Black:

Hispanic:

Asian:

American

Indian:

Algebra Goal #3B:

2012 Current

Level of

Performance:\*

2013 Expected

Level of

Performance:\*

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

White:	White:				
Black:	Black:				
Hispanic:	Hispanic:				
Asian:	Asian:				
American Indian:	American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.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

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

**3C. English Language Learners (ELL) not making satisfactory progress in Algebra.**

3C.1.

3C.1.

3C.1.

3C.1.

3C.1.

Algebra Goal #3C:

2012 Current  
Level of  
Performance:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*



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

*Enter numerical data for current level of performance in this box.*

*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

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

**3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.**

3D.1.

3D.1.

3D.1.

3D.1.

3D.1.

Algebra Goal #3D:

2012 Current  
Level of  
Performance:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

3D.2.

3D.2.

3D.2.

3D.2.

3D.2.

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

3D.3.                      3D.3.                      3D.3.                      3D.3.                      3D.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:

**3E. Economically Disadvantaged students not making satisfactory progress in Algebra.**

Anticipated Barrier

3E.1.

Strategy

3E.1.

Person or Position Responsible for Monitoring

3E.1.

Process Used to Determine Effectiveness of Strategy

3E.1.

Evaluation Tool

3E.1.

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

Algebra Goal #3E:

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Level of</u>	<u>Level of</u>
<u>Performance:*</u>	<u>Performance:*</u>

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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 Florida Alternate Assessment High School Mathematics Goals*

### Algebra End-of-Course (EOC) Goals

**Geometry EOC  
Goals**

**Problem  
-Solving  
Process  
to  
Increase  
Student  
Achieve  
ment**

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated  
Barrier

Strategy

Person or Position  
Responsible for  
Monitoring

Process Used to Determine  
Effectiveness of  
  
Strategy

Evaluation Tool

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

**1. Students scoring at Achievement Level 3 in Geometry.**

1.1.	1.1.	1.1.	1.1.	1.1.	1.1.
Students new to Archimedean will be taking a Geometry class as part of the Greek component of the curriculum. Given that these students will be learning the content in Greek, while being beginner Greek learners, the EOC Geometry could pose a linguistic challenge for them.	Students new to Archimedean, i.e. with none or very-limited knowledge of Greek, will be placed in a separate Geometry class, where additional vocabulary help and ESOL strategies will be used to facilitate their learning and to ensure that they will be able to perform according to their knowledge in the EOC Geometry exam.	Administration	Lesson plans and regular observations of the class will be used to ensure that the strategy is followed.  Interim assessments scores will be closely analyzed to measure the effectiveness of the strategy.	Formative: Interim, Midterm examinations  Summative: 2013 EOC Geometry Assessment	

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

Students who have graduated from Archimedean Middle Conservatory (our feeder school) and are now enrolled in the Archimedean Upper Conservatory will be taking a Geometry class as part of the Greek component of the curriculum. Given that these students have different levels of command

For all students, a regular (weekly) instructional component on building the necessary vocabulary in English will be incorporated in the Greek Geometry class

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

of Greek,  
the EOC  
Geometry  
could  
pose a  
linguistic  
challenge  
for them.



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

<u>Geometry Goal #1:</u>	<u>2012 Current</u>	<u>2013 Expected</u>
	<u>Level of</u>	<u>Level of</u>
	<u>Performance:*</u>	<u>Performance:*</u>

The results of the 2012 EOC Geometry assessment indicate that 55% of the students scored in the upper third (Levels 3-5).

Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels 3-5) to 59%.

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

55% (32)    59% (20)

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

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

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

**2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.**

2.1.	2.1.	2.1.	2.1.	2.1.
Students new to Archimedean will be taking a Geometry class as part of the Greek component of the curriculum. Given that these students will be learning the content in Greek, while being beginner Greek learners, the EOC Geometry could pose a linguistic challenge	Students new to Archimedean, i.e. with none or very-limited knowledge of Greek, will be placed in a separate Geometry class, where additional vocabulary help and ESOL strategies will be used to facilitate their learning and to ensure that they will be able to perform according to their knowledge in the EOC Geometry exam.	Administration	Lesson plans and regular observations of the class will be used to ensure that the strategy is followed.  Interim assessments scores will be closely analyzed to measure the effectiveness of the strategy.	2.1.  Formative: Interim, Midterm examinations  Summative: 2013 EOC Geometry Assessment

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

for them.

Students who have graduated from Archimedean Middle Conservatory (our feeder school) and are now enrolled in the Archimedean Upper Conservatory will be taking a Geometry class as part of the Greek component of the curriculum. Given that these students have different

For all students, a regular (weekly) instructional component on building the necessary vocabulary in English will be incorporated in the Greek Geometry class

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

levels of  
command  
of Greek,  
the EOC  
Geometry  
could  
pose a  
linguistic  
challenge  
for them.

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

<u>Geometry Goal #2:</u>	<u>2012 Current</u>	<u>2013 Expected</u>
	<u>Level of</u>	<u>Level of</u>
	<u>Performance:*</u>	<u>Performance:*</u>

The results of the 2012 EOC Geometry assessment indicate that 55% of the students scored in the upper third (Levels 3-5).

Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels 3-5) to 59%.

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

55% (32)    59% (20)



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

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

**3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>Baseline data 2010-2011</b>					

Geometry Goal #3A:

*Enter narrative for the goal in this box.*

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
	White:				
	Black:				
	Hispanic:				
	Asian:				
	American Indian:				

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

Geometry Goal #3B:      2012 Current      2013 Expected  
Level of                      Level of  
Performance:\*              Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

White:	White:				
Black:	Black:				
Hispanic:	Hispanic:				
Asian:	Asian:				
American Indian:	American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.

Geometry Goal #3C:

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.

Geometry Goal #3D:

2012 Current  
Level of  
Performance:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

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

3D.2.                      3D.2.                      3D.2.                      3D.2.                      3D.2.

3D.3.                      3D.3.                      3D.3.                      3D.3.                      3D.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:

**3E. Economically Disadvantaged students not making satisfactory progress in Geometry.**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E.1.	3E.1.	3E.1.	3E.1.	3E.1.

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

Geometry Goal #3E:

2012 Current  
Level of  
Performance:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in  
this box.*

*Enter  
numerical data  
for current level  
of performance  
in this box.*

*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

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

*End of Algebra EOC Goals*

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

**Geometry End-of-Course Goals**

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Instructional Technology	9/ Geometry	George Kafkoulis	All faculty teaching Geometry	August-October/ Common Planning Time/Bi-weekly or as-needed	Classroom	Administration



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

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

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
1.1 & 2.1	Teachers Additional Hourly Compensation	School's Salaries Budget	\$8,000
1.1 & 2.1	Testing Resources	School's Textbook Budget	\$500
<b>Subtotal: \$8,500</b>			

Technology

Strategy	Description of Resources	Funding Source	Amount
----------	--------------------------	----------------	--------

**Subtotal:**

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

Professional Development  
Strategy

Description of Resources

Funding Source

Amount

**Subtotal:**

Other  
Strategy

Description of Resources

Funding Source

Amount

**Subtotal:**

**Total:\$8,500**

*End of Mathematics Goals*

**Elementary and  
Middle Science  
Goals**

**Problem  
-Solving  
Process  
to  
Increase  
Student  
Achieve  
ment**

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

**1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.1.	1a.1.	1a.1.	1a.1.	1a.1.

Science Goal #1a:

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

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 Level 4, 5, and 6 in science.**

1b.1.

1b.1.

1b.1.

1b.1.

1b.1.

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

Science Goal #1b:

2012 Current  
Level of  
Performance:\*

2013  
Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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.

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

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

**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:

2012 Current  
Level of  
Performance:\*

2013Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

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.

2.1.

2b.1.

2b.1.

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

Science Goal #2b:

2012 Current  
Level of  
Performance:\*

2013Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

2b.2.

2b.2.

2b.2.

2b.2.

2b.2.

2b.3

2b.3

2b.3

2b.3

2b.3

**Elementary and Middle School Science Goals**

**High School Science Goals**  
**Problem-Solving Process to Increase Student Achievement**



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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

**1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1.	1.1.	1.1.	1.1.	1.1.

Science Goal #1:

2012 Current Level of Performance:\*

2013 Expected Level of Performance:\*

*Enter narrative for the goal in this box.*

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

*Enter numerical data for current level of performance in this box.*

*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:

**2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.**

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of Strategy

Evaluation Tool

2.1.

2.1.

2.1.

2.1.

2.1.

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

Science Goal #2:            2012 Current    2013Expected  
Level of                    Level of  
Performance:\*            Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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

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

*End of Elementary and Middle School Science Goals*

**Florida Alternate Assessment High School Science Goals**

**Biology EOC Goals    Problem  
- Solving  
Process**

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

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

**to  
Increase  
Student  
Achieve  
ment**

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

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

**1. Students scoring at Achievement Level 3 in Biology.**

1.1.	1.1.	1.1.	1.1.	1.1.
All the students who will be enrolled in Biology during the 2012-2013 school year will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced	The Guidance and College Advisor of the school will work closely with the cohort of the juniors to establish effective study routines, realistic schedules and expectations, and will coach the students to stay focused on multiple objectives.	Administration	Meetings and interviews with students, as well as interim exams and teacher-made benchmark assessments.	1.1. Formative: Interim, Midterm examinations  Summative: 2013 EOC Biology Assessment

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

Placement In  
exams addition,  
and the a Biology  
EOC U.S. review  
History session  
assessment after  
t as well. school  
Having will be  
several scheduled  
exams twice a  
during the month,  
spring for the  
semester students  
may pose to review  
a and  
challenge master the  
for the objectives  
students. of the  
It may be course and  
the case feel better  
that prepared  
students and less  
give anxious  
higher when the  
priority to examinati  
their SAT/ ons period  
ACT and arrives.  
AP exams  
than the  
EOC  
Biology  
(and U.S.  
History)  
exam.

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

### Biology Goal #1:

2012 Current  
Level of  
Performance:\*

2013  
Expected  
Level of  
Performance:\*

The results of the 2012 EOC Biology assessment indicate that 3% scored in the middle third (Level 2 on a 1-3 scale).

Our goal for the school year 2012-2013 is to maintain the percentage of students scoring at satisfactory level (Level 3 on a 1-5 scale) at 3%.

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

3% (1)      3% (1)

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

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

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

**2. Students scoring at or above Achievement Levels 4 and 5 in Biology.**

2.1.	2.1.	2.1.	2.1.	2.1.
All the students who will be enrolled in Biology during the 2012-2013 school year will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced	The Guidance and College Advisor of the school will work closely with the cohort of the juniors to establish effective study routines, realistic schedules and expect ations, and will coach the students to stay focused on multiple objectives.	Administration	Meetings and interviews with students, as well as interim exams and teacher-made benchmark assessments.	2.1.  Formative: Interim, Midterm examinations  Summative: 2013 EOC Biology Assessment

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

Placement In  
exams addition,  
and the a Biology  
EOC U.S. review  
History session  
assessment after  
t as well. school  
Having will be  
several scheduled  
exams twice a  
during the month,  
spring for the  
semester students  
may pose to review  
a and  
challenge master the  
for the objectives  
students. of the  
It may be course and  
the case feel better  
that prepared  
students and less  
give anxious  
higher when the  
priority to examinati  
their SAT/ ons period  
ACT and arrives.  
AP exams  
than the  
EOC  
Biology  
(and U.S.  
History)  
exam.

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

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

Biology Goal #2:

2012 Current  
Level of  
Performance:\*

2013  
Expected  
Level of  
Performance:\*

The results of the 2012 EOC Biology assessment indicate that 97% of the students scored in the upper third (Level 3 on a 1-3 scale).

Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the upper third (Levels 4-5 on a 1-5 scale) at 97%.

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

97% (29)    97% (37)

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

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

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)). *End of Florida Alternate Assessment High School Science Goals*

**Biology End-of-Course (EOC) Goals**

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

**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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EOC Biology	11/Biology	District	Biology Teacher	August, October, January, March (monthly meetings)	Lesson plans, classroom observations	Administration
Changes in AP Exam/Inquiry Based	11/Biology	College Board	Biology Teacher	July, October (full-day workshops)	Lesson plans, classroom observations	Administration

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

**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
1.1 & 2.1	Biology Testing Resources	School's Textbook Budget	\$ 1,000

**Subtotal: \$1,000**

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:\$1,000**

**Writing Goals    Problem-  
Solving  
Process to  
Increase  
Student  
Achievement**



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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

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

**1a. FCAT:**  
**Students scoring**  
**at Achievement**  
**Level 3.0 and**  
**higher in writing.**

1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
We do not anticipate any barriers at this point regarding the 3.0 FCAT Writing objective.	The Language/ Arts faculty will continue working intensively both on the technical and the creative aspects of writing.	Administration	Lesson plans and regular observations of the class will be used to ensure that the regular strategies are followed.  Interim assessments scores will be closely analyzed to measure the effectiveness of the strategies.	Formative:  FCAT-style writing prompts which will be scored according to the FCAT Writing rubric. Also Advanced Placement Essays scored according to the College Board rubrics.  Summative:  2013 FCAT Writing Test
	Students will continue receiving valuable instruction and practice in writing through all Philosophy and Advanced Placement courses.			

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

<u>Writing Goal #1a:</u>	<u>2012 Current</u>	<u>2013 Expected</u>
	<u>Level of</u>	<u>Level of</u>
	<u>Performance:*</u>	<u>Performance:*</u>

The results of the 2012 FCAT Writing Test indicate that 100% of the students scored a level 3 or higher.

Our goal for the 2012-2013 school year is to maintain the percentage of students scoring a level 3.0 or higher at 100%.

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

100% (40)      100% (56)

1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

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

**1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.**

1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Based on the results of the 2012 FCAT Writing all students who did not achieve a level 4.0 or higher are males. Contrary, more than two thirds of the students who scored a level 5.0 or higher are females.	The faculty will conduct a literature review on research on correlation of gender and performance in writing, looking to better understand if there is a trend and why.  Instruction strategies as well as writing prompt selection will aim to close any gender gap.	Administration	Lesson plans and regular observations of the class will be used to ensure that the regular strategies are followed.  Interim assessments scores will be closely analyzed to measure the effectiveness of the strategies.	Formative:  FCAT-style writing prompts which will be scored according to the FCAT Writing rubric. Also Advanced Placement Essays scored according to the College Board rubrics.  Summative: 2013 FCAT Writing Test

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

<u>Writing Goal #1b:</u>	<u>2012 Current</u>	<u>2013 Expected</u>
	<u>Level of</u>	<u>Level of</u>
	<u>Performance:*</u>	<u>Performance:*</u>

The results of the 2012 FCAT Writing Test Biology indicate that 88% of the students scored a level 4.0 or higher.

Our goal for the 2012-2013 school year is to increase the percentage of students scoring a level 4.0 or higher to 89%.

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

88% (35)      89% (50)

1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

*End of Science Goals*

**Writing Goals**

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

**Writing Professional Development**

**Professional  
Development  
(PD) aligned  
with Strategies  
through  
Professional**

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**Learning  
Community  
(PLC) or PD  
Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Rubrics	10/English	District	10 <sup>th</sup> grade English Teacher	October, December (full-day workshops)	Lesson plans, classroom observations	Administration

**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
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development



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

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

*End of Writing Goals*

**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

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

1. Students scoring at Achievement Level 3 in Civics.

1.1.

1.1.

1.1.

1.1.

1.1.

Civics\_Goal #1:

2012 Current  
Level of  
Performance:\*

2013 Expected  
Level of  
Performance:\*

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

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

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:

**2. Students scoring at or above Achievement Levels 4 and 5 in Civics.**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.1.	2.1.	2.1.	2.1.	2.1.

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

Civics Goal #2:

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Level of</u>	<u>Level of</u>
<u>Performance:*</u>	<u>Performance:*</u>

*Enter narrative for the goal in this box.*

*Enter numerical data for current level of performance in this box.*

*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

### Civics End-of-Course (EOC) Goals

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

### **Civics Professional Development**

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

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

**(PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**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
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

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

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

*End of Civics Goals*

**U.S. History EOC  
Goals**

**Problem  
-Solving  
Process  
to  
Increase  
Student  
Achieve  
ment**

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

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

**1. Students scoring at Achievement Level 3 in U.S. History.**

1.1.	1.1.	1.1.	1.1.	1.1.
<p>All the students who will be enrolled in U.S. History during the school year 2012-2013 will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced Placement</p>	<p>The Guidance and College Advisor of the school will work closely with the cohort of the juniors to establish effective study routines, realistic schedules and expectations, and will coach the students to stay focused on multiple objectives.</p> <p>In addition, a U.S. History review session after school will be scheduled twice a</p>	<p>Administration</p>	<p>Meetings and interviews with students, as well as interim exams and teacher-made benchmark assessments.</p>	<p>Formative: Interim, Midterm examinations</p> <p>Summative: 2013 U.S. History District Spring Assessment</p>

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

exams and the EOC Biology assessment as well. Having several exams during the spring semester may pose a challenge for the students. It may be the case that students give higher priority to their SAT/ACT and AP exams than the EOC U.S. History (and Biology) exam.

month, for the students to review and master the objectives of the course and feel better prepared and less anxious when the examinations period arrives.



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

<u>U.S. History Goal #1:</u>	<u>2012 Current</u>	<u>2013 Expected</u>
	<u>Level of</u>	<u>Level of</u>
	<u>Performance:*</u>	<u>Performance:*</u>

Our school will participate in the 2013 EOC U.S. History assessment. We will base our current and expected levels of performance on the Baseline assessment that our students will take at the beginning of the 2012-2013 school year.

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

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

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

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

**2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.**

2.1.	2.1.	2.1.	2.1.	2.1.
<p>All the students who will be enrolled in U.S. History during the school year 2012-2103 will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced Placement</p>	<p>The Guidance and College Advisor of the school will work closely with the cohort of the juniors to establish effective study routines, realistic schedules and expectations, and will coach the students to stay focused on multiple objectives.</p> <p>In addition, a U.S. History review session after school will be scheduled twice a</p>	<p>Administration</p>	<p>Meetings and interviews with students, as well as interim exams and teacher-made benchmark assessments.</p>	<p>2.1.</p> <p>Formative: Interim, Midterm examinations</p> <p>Summative: 2013 EOC U.S. History Assessment</p>

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

exams and the EOC Biology assessment as well. Having several exams during the spring semester may pose a challenge for the students. It may be the case that students give higher priority to their SAT/ACT and AP exams than the EOC U.S. History (and Biology) exam.

month, for the students to review and master the objectives of the course and feel better prepared and less anxious when the examinations period arrives.

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

<u>U.S. History Goal #2:</u>	<u>2012 Current</u>	<u>2013 Expected</u>
	<u>Level of</u>	<u>Level of</u>
	<u>Performance:*</u>	<u>Performance:*</u>

Our school will participate in the 2013 EOC U.S. History assessment. We will base our current and expected levels of performance on the Baseline assessment that our students will take at the beginning of the 2012-2013 school year.

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

*Enter numerical data for current level of performance in this box.*

*Enter numerical data for expected level of performance in this box.*

2.2.

2.2.

2.2.

2.2.

2.2.





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

funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Technology

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

*End of U.S. History Goals*

**Attendance Goal(s)**

**Attendance  
Goal(s)**

**Problem-  
solving  
Process to  
Increase  
Attendanc  
e**

April 2012

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Revised April 29, 2011

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>	1.1.	1.1.	1.1.	1.1.	1.1.
	Parents do not understand the importance of attending class on a daily basis. Too many tardy due to traffic and preventable situations.	Provide incentives to students for 100% attendance.  Saturday detentions for excessive tardies and unexcused absences.	Assistant Principal	Monitor attendance through the district reports and on a weekly basis through the grade book attendance.	Gradebook and ISIS Attendance/Truancy Reports
		Address Attendance during monthly parent parents (PTSO and other events)			

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

<u>Attendance Goal</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>#1:</u>	<u>Attendance</u>	<u>Attendance Rate:*</u>
	<u>Rate:*</u>	

*The attendance report on the school year 2011-2012 showed that the school average daily attendance was at 94.46%. There were 59 students with excessive absences and 92 students with excessive tardies.*

*Our goal for the school year 2012-2013 is to improve the above statistics as follows: daily school attendance increase to 94.96%, students with excessive absences decrease to 56, and students with excessive*

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*tardies decrease to 87.*

94.46 (159)    94.96%(160)

<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u>
--	---

<u>(10 or more)</u>	<u>(10 or more)</u>
---------------------	---------------------

59	56
----	----

<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u>
--	--

92	<u>(10 or more)</u> 87
----	---------------------------

1.2.	1.2.	1.2.	1.2.	1.2.
------	------	------	------	------

1.3.	1.3.	1.3.	1.3.	1.3.
------	------	------	------	------

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

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

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**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
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

<b>Suspension Goal(s)</b>	<b>Problem- solving Process to Decrease Suspension</b>
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

**1. Suspension**

1.1.	1.1.	1.1.	1.1	1.1.
As our school grows in numbers and in diversity (which we encourage and promote) the school culture will be all the more challenged. Focus must be places in maintaining a safe learning environment.	In continuation of last year's collaboration with Miami-Dade police force, a series of presentations to our students will take place on topics of safety and well-being (bullying, alcohol, substance abuse, over-the-counter medication, relationship abuse and violence, sexting, teenage depression, mental health etc.)	Administration	Log of student code violations.	Incident report logs and school climate survey



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

<u>Suspension Goal</u> #1:	<u>2012 Total</u> <u>Number of</u> <u>In-School</u> <u>Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>In-School</u> <u>Suspensions</u>
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*Based on the data from the school year 2011-2012 no incidents of outdoors suspension were recorded.*

*The goal for the school year 2012-2013 is to maintain the above statistic.*

0

0

<u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u>
<u>In-School</u>	<u>In-School</u>

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

*Enter numerical data for current number of students suspended*

*Enter numerical data for expected number of students suspended*

*in-school*  
2012 Number of Out-of-School Suspensions

*in-school*  
2013 Expected Number of

Out-of-School Suspensions

*Enter numerical data for current number of students suspended*

*Enter numerical data for expected number of students suspended*

*out- of- school*  
2012 Total Number of Students Suspended

*out- of- school*  
2013 Expected Number of Students Suspended

Out- of- School

Out- of-School

*Enter numerical data for current number of students suspended*

*Enter numerical data for expected number of students suspended*

*out- of- school*

*out- of- school*

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

1.2.	1.2.	1.2.	1.2.	1.2.
Incidents of academic integrity have surfaced in the past year (plagiarism, copying, cheating). The increased use of electronic media in- and out- of the classroom could lead to additional student conduct code violations.	The Student Council in conjunction with the school's administration and representatives of the faculty will generate a school Honor Code that the students will abide to. Violations of the Honor Code will be addressed by the Student Council and the faculty representatives.	Administration	Log of Honor Code violations	Honor Code report logs and school climate survey
1.3.	1.3.	1.3.	1.3.	1.3.

*End of Attendance Goals*

**Suspension Goal(s)**

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

**Suspension Professional Development**

**Professional  
Development  
(PD) aligned**

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

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**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
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development

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

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

*End of Suspension Goals*

**Dropout  
Prevention  
Goal(s)**

**Problem-  
solving  
Process to  
Dropout  
Preventio  
n**

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

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

**1. Dropout Prevention**

1.1.	1.1.	1.1.	1.1.	1.1.	1.1.
<p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>We have identified two types of at-risk students; students with low-GPA and students with very high expectations that may not always get realized. Both types are at-risk as they may get disappointed, lose confidence and motivation.</p>	<p>Guidance counselor and/or administration will be meeting with all at-risk students and their parents to set realistic goals and to develop plans for recovery in case of poor academic performance.</p>	<p>Guidance Office/ Administration</p>	<p>Monitoring the Parent Visits and Communication Logs.</p>	<p>Drop-out rate at the end of the school year.</p>

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

2012 Current      2013 Expected  
Dropout Rate:\*    Dropout Rate:\*

We do not have yet available the current and expected dropout rates.

Unofficially the school's first graduation rate (class of 2012) is 97%.

*Enter numerical data for dropout rate in this box.*  
2012 Current  
Graduation  
Rate:\*

*Enter numerical data for expected dropout rate in this box.*  
2013 Expected  
Graduation Rate:\*

*Enter numerical data for graduation rate in this box.*

*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.

**Dropout Prevention Goal(s)**

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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 Professional Development**

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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)

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

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

<b>Parent Involvement Goal(s)</b>	<b>Problem -solving Process</b>
---------------------------------------	---

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

**to  
Parent  
Involve  
ment**

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**1. Parent Involvement**    1.1.            1.1.            1.1.            1.1.            1.1.

Parent Involvement Goal

#1: \_\_\_\_\_

*\*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*

Given the small size of the school and the aggressive and regular electronic communication from the school to the parents (via mass-emails and the school's website) some parents feel less important to attend meetings and events in-person.	The school will expand last year's strategy of scheduling several informational sessions and workshops for parents in conjunction with more regular events such as P.T.S.O. meetings.	Administration/ Guidance Office	Participation rate of parents in workshops and informational sessions and surveys with parents feedback on these events.	Events attendance log and participation data.
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>2012 Current</u>	<u>2013</u>
<u>level of Parent</u>	<u>Expected</u>
<u>Involvement:*</u>	<u>level of Parent</u>
	<u>Involvement:*</u>

According to the school's event attendance log and participation data, the parent participation rate at school events during the school year 2011-2012 was approximately 54%. The goal for the 2012-2013 school year is to increase this rate to 58%.

54% (84)    58% (101)

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

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

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

**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 Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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)

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

**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

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

STEM Goal #1:

1.1.

1.1.

1.1.

1.1.

1.1.

The school has already an extensive extracurricular STEM program that builds upon and enhances classroom learning. About 25% of the school’s student population participated during the 2011-2012 school year in at least one STEM team/club/activity including Science Olympiad, Science Bowl, Envirothon, Oceanic Bowl, and VEX Robotics.

Given the demanding academic program of the school, students may have limited time to engage in multiple STEM extracurricular activities.

A STEM class (Research) will be offered as an elective course for all students who would like to take advantage and work towards STEM projects and competitions during the regular school hours.

Administration

Analysis of records of students’ participation in STEM projects and competitions, outcomes, achievements, and comparison to their academic record (as measured by GPA, standardized results etc.)

Records of participation in STEM activities.

Our goal for the school year 2012-2013 is to increase this percentage to 28%.

In addition, during the school year 2011-2012 39% of the school’s student population enrolled in at least one STEM Advanced Placement (AP) course (Chemistry, Biology, Physics, Calculus, Statistics)

The average passing rate on the respective 2012 AP exams was 37%.

In addition, the school’s counselor will work with the students, and alongside the STEM faculty and the team coaches, to help them prioritize their objectives and be effective in managing their time in order to maximize their achievements.

Our goal for the school year 2012-2013 is to increase the participation in STEM AP courses to 40% and increase the average passing rates in the respective exams to 40%.

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

1.2.

The rigor of the STEM AP courses in addition to the fact that most of our students enroll in these classes is younger age than usual is a challenge to both increased enrollment and success rate.

1.2.

The experience of last year showed that students who attended systematically review and tutoring sessions organized by the faculty performed better in the AP exams than their peers who did not attend these sessions. Our plan is to create a schedule of review/ tutoring sessions throughout the year for these courses and encourage students to participate more in these sessions. Students for whom this model was successful the year before will address younger students and explain how these sessions helped them.

1.2.

Administration

1.2.

STEM AP courses enrollment, extra sessions attendance logs, and students' grades.

1.2.

AP Yearly School Report on participation and success rate in 2013 AP exams (in STEM).

1.3.

1.3.

1.3.

1.3.

1.3.

*End of Parent Involvement Goal(s)*



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

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

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

**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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AP STEM Courses	9-12/ STEM Courses	College Board	Teachers of AP courses in STEM	July, October (full-day workshops)	Lesson Plans, Classroom observations	Administration

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

Science Olympiad Coaching	9-12/ Research	North Carolina Science Olympiad	Science Olympiad Coach	October	Classroom Observations	Administration
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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
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
1.1	Workshop for Science Coaches	School's Budget	\$1,000

**Subtotal:\$1,000**

Other Strategy	Description of Resources	Funding Source	Amount
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Subtotal:  
Total:\$1,000**

**CTE Goal(s)**

**Problem-Solving  
Process to  
Increase Student  
Achievement**

Based on the analysis of school data, identify and define  
areas in need of improvement:

Anticipated Barrier

Strategy

Person or Position  
Responsible for  
Monitoring

Process Used to Determine  
Effectiveness of  
Strategy

Evaluation Tool

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

CTE Goal #1:

1.1.

1.1.

1.1.

1.1.

1.1.

*The goal for the school year of 2012-2013 is to explore the possibility of developing some CTE courses (Web Design and Research) out of similar elective courses that are currently in existence.*

The school will need additional resources to provide a proper training for the CTE courses.

The school will seek collaboration with a major university in the area within the context of the CTE courses.

Administration

Log of projects/  
internships/  
presentations

Quantity & Quality of  
Collaboration between  
the school and the  
higher education  
institution.

1.2.

1.2.

1.2.

1.2.

1.2.

1.3.

1.3.

1.3.

1.3.

1.3.

*End of STEM Goal(s)*

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

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

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

**CTE Professional Development**

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

<b>Additional Goal(s)</b>	<b>Problem -Solving Process</b>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**to  
Increase  
Student  
Achieve  
ment**

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	Evaluation Tool
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1. Strategy	1.1.





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

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Subtotal:**

Technology Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Professional Development Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

Other Strategy	Description of Resources	Funding Source	Amount
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**Subtotal:**

**Total:**

*End of Additional Goal(s)*

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

Please provide the total budget from each section.

**Reading Budget**

**Total:\$22,500**

**Mathematics Budget**

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Science Budget	Total:\$8,500
Writing Budget	Total:\$1,000
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:\$1,000
	<b>Grand Total:\$33,000</b>

### 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

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

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

Priority                      Focus                      Prevent

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

### School Advisory Council (SAC)

#### *SAC Membership Compliance*

Describe the activities of the SAC for the upcoming school year.

The SAC will meet 4-6 times during the school year of 2012-2013. In addition to composing, revising, monitoring and evaluating the current SIP, SAC will continue working towards the development of projects and ideas that enhance the quality of education the students receive. During the 2012-2013 school year, SAC will work on an idea introduced last year regarding the creation of a department of institutional advancement.

Describe the projected use of SAC funds.

Amount

State Funding (\$5 per student). These funds will be used towards the new SAC project (foundation for institutional advancement) described above.

\$960

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

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