

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: Mulberry High School	District Name: Polk
Principal: Patricia J. Barnes	Superintendent: Dr. Sherrie Nickell
SAC Chair: Mr. Jesus Arredondo	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Effective Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Patricial J. Barnes	B.A., M.Ed.	4	17	<p>2011: School Grade (B); FCAT – High Standards (Reading: 37%, LG 44%, Math: 66%, LG 71%, Science 35%, Writing 77%,);</p> <p>2010: School Grade (D); FCAT - High Standards (Reading: 39%, LG 45%, Math: 69%, LG 69%, Science 36%, Writing 81%, AYP: 77%);</p> <p>2009 School Grade "C"; FCAT:- High Standards (Reading: 36%, LG 46%, Math: 69%, LG 75, Science 22%, Writing 78%, AYP: 90%);</p> <p>2008 School Grade "A" FCAT - High Standards (Reading: 61%, LG 68%, Math: 59%, LG 71%, Science 34%, Writing 94%, AYP: 82%);</p> <p>2007 School Grade "B"; FCAT - High Standards (Reading: 59%, LG 63%, Math: 57%, LG 70%, Science 44%, Writing 90%, AYP: 92%);</p> <p>2006 School Grade "B"; FCAT - High Standards (Reading: 55%, LG 61%, Math: 45%, LG 60%, Writing 90%, AYP: 82%).</p>
Assistant Principal	Edgar Santiago	B.A. M.B.A., M.Ed.	1	5	<p>2010-2011: Grade (B): Reading Mastery: 58%, Math Mastery: 55%, Science Mastery: 40%, Writing Mastery: 84%.</p> <p>2009-2010: Grade (B): Reading Mastery: 58%, Math Mastery: 56%, Science mastery: 51%, Writing Mastery: 88%</p> <p>2008-2009: Grade: B: Reading Mastery: 60%, Math mastery: 59%, Science Mastery: 38%. Writing Mastery: 91%.</p>

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Assistant Principal	Lori Leverett	B.A. M.Ed.	17	17	<p>2011: School Grade (Pending); FCAT – High Standards (Reading: 37%, LG 44%, Math: 66%, LG 71%, Science 35%, Writing 77%,);</p> <p>2010: School Grade (D); FCAT - High Standards (Reading: 39%, LG 45%, Math: 69%, LG 69%, Science 36%, Writing 81%, AYP: 77%);</p> <p>2009 School Grade "C"; FCAT:- High Standards (Reading: 36%, LG 46%, Math: 69%, LG 75, Science 22%, Writing 78%, AYP: 90%);</p> <p>2008 School Grade "C"; FCAT - High Standards (Reading: 31%, LG 42%, Math: 66%, LG 74%, Science 30%, Writing 77%, AYP: 64%);</p> <p>2007: School Grade "C"; FCAT - High Standards (Reading: 31%, LG 49%, Math: 63%, LG 74%, Science 36%, Writing 80%, AYP: 90%);</p> <p>2006: School Grade "C"; FCAT - High Standards (Reading: 34%, LG 48%, Math: 63%, LG 71%, Writing 80%, AYP: 79%).</p>
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Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional 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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Mathematics	Heather Keifer	BS	2	2	<p>2010: Grade B: Reading Mastery: 58%, Math Mastery: 56%, Science mastery: 51%, Writing Mastery: 88%</p> <p>2009: Grade: B: Reading Mastery: 60%, Math mastery: 59%, Science Mastery: 38%. Writing Mastery: 91%.</p> <p>2008: School Grade "A" FCAT - High Standards (Reading: 61%, LG 68%, Math: 59%, LG 71%, Science 34%, Writing 94%, AYP: 82%);</p> <p>2007: School Grade "B"; FCAT - High Standards (Reading: 59%, LG 63%, Math: 57%, LG 70%, Science 44%, Writing 90%, AYP: 92%);</p> <p>2006: School Grade "B"; FCAT - High Standards (Reading: 55%, LG 61%, Math: 45%, LG 60%, Writing 90%, AYP: 82%).</p>
Science	Stephanie Goar	MS	12	1	<p>2010: School Grade (D FCAT - High Standards (Reading: 39%, LG 45%, Math: 69%, LG 69%, Science 36%, Writing 81%, AYP: 77%);</p> <p>2009 School Grade "C"; FCAT:- High Standards (Reading: 36%, LG 46%, Math: 69%, LG 75, Science 22%, Writing 78%, AYP: 90%);</p> <p>2008 School Grade "A" FCAT - High Standards (Reading: 61%, LG 68%, Math: 59%, LG 71%, Science 34%, Writing 94%, AYP: 82%);</p> <p>2007 School Grade "B"; FCAT - High Standards (Reading: 59%, LG 63%, Math: 57%, LG 70%, Science 44%, Writing 90%, AYP: 92%);</p>

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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. Regular meetings of new and veteran teachers with Principal	Principal	Ongoing	
2. Partnering new teachers with veteran staff for mentoring.	Assistant Principal	Ongoing	
3. Solicit referrals from various groups and organizations at and affiliated with school	Principal	Ongoing	
4. School promoted on website	Webmaster	Ongoing	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
N. A.			

Staff Demographics

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

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	10.3% (7)	30.9% (21)	27.9% (19)	25% (17)	0% (0)	100% (68)	8.8% (6)	1.5% (1)	0% (0)

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
Mr. Meyers	Danielle Bass	Experienced Agriculture Teacher	Monthly meetings to go over lesson plans, grading system, assessments
Ms. Goar	Casey Mallard	Science AIF	Monthly meetings to go over lesson plans, grading system, assessments
Mr. Murdock	Corey Brown	Experienced Band Director	Monthly meetings to go over lesson plans, grading system, assessments
Mr. Martinez	Iris Romero	Experience Spanish Teacher	Monthly meetings to go over lesson plans, grading system, assessments

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.

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

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Patricia J. Barnes – Principal; Edgar Santiago –Assistant Principal, Curriculum; Lori Leverett – Assistant Principal, Administration; Ruth Ferking – Guidance Counselor; Cindy Irvine – School Psychologist; Christine L. Thomas – Academic Dean; Karen Donhaiser – ESE Facilitator; Teachers - Kathy Magdanz, Elective; Clare Bernier, Math; Kathy Langford, English; Helen Maffett, Reading; Gina Champagne, English; Wade Sumner, Elective/Career Academy

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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?

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

Assistant Principals (Edgar Santiago, Curriculum; Lori Leverett, Administration and Director of Freshman Academy): Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RtI plans and activities.

Guidance Counselor (Ruth Ferking): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

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

Academic Dean (Christine L. Thomas): Assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Technology Coach (Mr. Oxford): Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Teachers (Zachary Murdoch, Elective; Clare Bernier, Math; Mr. Stockwell, Social Studies; Kathy Langford, English; Helen Maffett, Reading; Gina Champagne, English; Wade Sumner, Elective/Career Academy): Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers :(Karen Donhaiser, ESE/Inclusion Teacher; Kimberly Bowling, ESE/Inclusion Teacher): Participates in

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student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.
<p>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?</p> <p>Members of our school-based PS/RtI Leadership Team attended the Title I SIP Readiness Training and data sessions provided by the District. School-wide committees collaborated to develop our SIP.</p>
MTSS Implementation
<p>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.</p> <p>Progress Monitoring Data is gathered in September, December and February through Discovery Education. Other Progress Monitoring data (MHS Plan of Action for Reading, Math, Science and Writing) is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, FCIM mini-assessments, etc.</p> <p>Diagnostic Assessment data is gathered through Discovery Education, DAR and Odyssey Assessments.</p> <p>Data is discussed and analyzed at least monthly at the PS/RtI Leadership Team Meetings.</p> <p>Data will be discussed at PLC meetings to identify students needing Tier 2/3 services.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>District personnel will provide professional development on RtI during a faculty meeting.</p>
<p>Describe plan to support MTSS.</p> <p>Through monthly professional learning community meetings.</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Patricia J. Barnes - Principal, Helen Maffett - Teacher, Wade Sumner - Teacher, Laurie Nattkemper - Media Specialist, Kathy Langford - Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly to analyze data from assessments and FCIM mini-lessons in order to determine areas of concern for reading instruction. The LLT follows the district calendar for FCIM implementation. The LLT promotes school-wide literacy including reading strategy instruction in the content areas.
What will be the major initiatives of the LLT this year? The LLT will focus on using Discovery Education as a progress monitoring tool for reading. Also, the LLT will use a school-wide process for teaching vocabulary and building academic background. Another initiative is promoting school-wide reading strategy instruction in the content areas.

Public School Choice

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

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

Elementary Title I Schools Only: Pre-School Transition

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

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**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.

Cross-content reading strategies are taught by all teachers within their content areas by involving the students in predictions, question generation, summarization, and extended thinking activities that require students to think, read, and write about content area information. Content-area teachers teach reading strategies by engaging in Comprehension Instructional Sequence Model lessons two times per marking period to allow students to practice reading, re-reading, talking, and writing about text in different content areas.

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****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?

Students take core academic courses and elective courses that connect the relationships between content and college and career choices. Teachers make connections throughout the school-year in order to maintain student engagement and motivation for learning.

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?

Guidance counselors meet with students each school year in order to schedule classes, assist with academic and career planning, and other areas related to their course work.

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](#).

Students in 12 th grade are placed in college readiness courses in reading and mathematics to prepare students for postsecondary education. Students participate in tutoring classes after school in order to prepare to take assessments required for postsecondary education.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase						

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. Students need to read and summarize extended-length passages written at a high complexity level.</p>	<p>1a.1. Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels.</p> <p>Teachers incorporate written and oral summarization activities to improve student comprehension of content area</p>	<p>1a.1. Principal, Assistant Principal</p>	<p>1a.1. Classroom observations, lesson plans, student work samples</p>	<p>1a.1. Discovery Education Assessments for reading and benchmark assessments.</p>		
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		text. Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify students who need remediation.					
<p>Reading Goal #1a: <i>Enter narrative for the goal in this box.</i></p> <p>By Spring 2013, 40% of students in grade 9 and 43% of students in grade 10 will be at achievement level 3 or above in Reading as evidenced by the Spring FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>2012: 33% (90) Students in 9th grade and 38% (93) students in 10th grade</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>2013: 42 % (111) students in 9th grade and 44% (109) students in 10th grade</p>					
		<p>1a.2. Students need to engage in reading, writing, and questioning in all content areas.</p>	<p>1a.2. Teachers implement Comprehension Instructional Sequence model to support students with reading, writing, questioning, and thinking about complex text.</p>	<p>1a.2. Principal, Assistant Principal</p>	<p>1a.2. Classroom observations, lesson plans, student work samples</p>	<p>1a.2. Discovery Education Assessments for reading and benchmark assessments.</p>	
		<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	

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<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1b.1. Students need to read and summarize extended-length passages at a complex level of text and engage in activities where they have to ask questions, write in response to reading and engage in discussions.</p>	<p>1b.1. Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels.</p> <p>Teachers incorporate written and oral summarization activities to improve student comprehension of</p>	<p>1b.2. Principal, Assistant Principal</p>	<p>1b.2. Classroom observations, lesson plans, student work samples</p>	<p>1b.2. Discovery Education Assessments for reading and benchmark assessments.</p>		
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		content area text. Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify students who need remediation.					
Reading Goal #1b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. Students need to engage in reading, writing, and questioning in all content areas.</p>	<p>2a.1. Teachers implement Comprehension Instructional Sequence model to support students with reading, writing, questioning, and thinking about complex text.</p>	<p>2a.1. Principal, Assistant Principal</p>	<p>2a.1. Classroom observations, lesson plans, student work samples</p>	<p>2a.1. Discovery Education Assessments for reading and benchmark assessments.</p>		

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Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>By Spring 2013, 20% of students in grade 9 and 25% of students in grade 10 will be at achievement level 4 or above in Reading as evidenced by the Spring FCAT.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>2012: 9th grade- 13% (35) 10th grade- 18% (44)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>2013: 9th grade- 20% (54) 10th grade- 25% (61)</p>					

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		<p>2a.2.</p> <p>Students need to read and summarize extended-length passages written at a high complexity level.</p>	<p>2a.2.</p> <p>Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels.</p> <p>Teachers incorporate written and oral summarization activities to improve student comprehension of content area text.</p> <p>Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify</p>	<p>2a.2.</p> <p>Principal, Assistant Principal</p>	<p>2a.2.</p> <p>Classroom observations, lesson plans, student work samples</p>	<p>2a.2.</p> <p>Discovery Education Assessments for reading and benchmark assessments.</p>	
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			students who need remediation.				
		2a.3	2a.3	2a.3	2a.3	2a.3	

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<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2b.1. Students need to read and summarize extended-length passages written at a high complexity level.</p>	<p>2b.1. Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels.</p> <p>Teachers incorporate written and oral summarization activities to improve student comprehension of</p>	<p>2b.2. Principal, Assistant Principal</p>	<p>2b.2. Classroom observations, lesson plans, student work samples</p>	<p>2b.2. Discovery Education Assessments for reading and benchmark assessments.</p>		
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		content area text. Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify students who need remediation.					
Reading Goal #2b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>	<p>3a.1. Students need to engage in reading, writing, and questioning in all content areas.</p>	<p>3a.1 Teachers implement Comprehension Instructional Sequence model to support students with reading, writing, questioning, and thinking about complex text..</p>	<p>3a.1. Principal, Assistant Principal</p>	<p>3a.1. Classroom observations, lesson plans, student work samples</p>	<p>3a.1. Discovery Education Assessments for reading and benchmark assessments.</p>		

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Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>By Spring 2013, 55% of students will make learning gains in Reading as evidenced by the Spring FCAT.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>50%</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>55%</p>					

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		<p>3a.2.</p> <p>Students need to read and summarize extended-length passages at a complex level of text and engage in activities where they have to ask questions, write in response to reading and engage in discussions.</p>	<p>3a.2.</p> <p>Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels.</p> <p>Teachers incorporate written and oral summarization activities to improve student comprehension of content area text.</p> <p>Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify</p>	<p>3a.2.</p> <p>Principal, Assistant Principal</p>	<p>3a.2.</p> <p>Classroom observations, lesson plans, student work samples</p>	<p>3a.2.</p> <p>Discovery Education Assessments for reading and benchmark assessments.</p>	
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			students who need remediation.				
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>3b.1. Students need to read and summarize extended-length passages at a complex level of text and engage in activities where they have to ask questions, write in response to reading and engage in discussion s.</p>	<p>3b.1. Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels. Teachers incorporate written and oral summarization activities to improve student comprehension of content area</p>	<p>3b.2. Principal, Assistant Principal</p>	<p>3b.2. Classroom observations, lesson plans, student work samples</p>	<p>3b.2. Discovery Education Assessments for reading and benchmark assessments.</p>		
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		text. Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify students who need remediation.					
Reading Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Students need to engage in reading, writing, and questioning in all content areas.</p>	<p>4a.1. Teachers implement Comprehension Instructional Sequence model to support students with reading, writing, questioning, and thinking about complex text.</p>	<p>4a.1. Principal, Assistant Principal</p>	<p>4a.1. Classroom observations, lesson plans, student work samples</p>	<p>4a.1. Discovery Education Assessments for reading and benchmark assessments.</p>		

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Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>By Spring 2013, 65% of students in Lowest 25% will make learning gains in Reading as evidenced by the Spring FCAT.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>58%</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>65%</p>					

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		<p>4a.2. Students need to read and summarize extended-length passages written at a high complexity level.</p>	<p>4a.2. Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels. Teachers incorporate written and oral summarization activities to improve student comprehension of content area text. Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify students who</p>	<p>4a.2. Principal, Assistant Principal</p>	<p>4a.2. Classroom observations, lesson plans, student work samples</p>	<p>4a.2. Discovery Education Assessments for reading and benchmark assessments.</p>	
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			need remediation.				
		4a.3	4a.3.				

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4b.1. Students need to read and summarize extended-length passages at a complex level of text and engage in activities where they have to ask questions, write in response to reading and engage in discussions.</p>	<p>4b.1. Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels.</p> <p>Teachers incorporate written and oral summarization activities to improve student comprehension of</p>	<p>4b.2. Principal, Assistant Principal</p>	<p>4b.2. Classroom observations, lesson plans, student work samples</p>	<p>4b.2. Discovery Education Assessments for reading and benchmark assessments.</p>		
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		content area text. Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify students who need remediation.					
Reading Goal #4b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 2011: 40% (113) Students in 9th grade and 25% (68) students in 10th grade</p>	<p>2012: 33% (90) Students in 9th grade and 38% (93) students in 10th grade</p>	<p>2013: 42% Students in 9th grade and 44% students in 10th grade</p>	<p>2014: 49% Students in 9th grade and 50% Students in 10th grade</p>	<p>2015: 56% Students in 9th grade and 56% of students in 10th grade</p>	<p>2016: 63% Students in 9th grade and 60 % Students in 10th grade</p>	<p>2017: 70% Students in 9th grade and 62% Students in 10th grade.</p>
<p><u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i> By the Spring of 2013, 42% students in 9th grade and 44% students in 10th grade will be proficient on the FCAT reading test.</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 subgroup:</p>	<p>Anticipated 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>		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian: Students need to read and summarize extended-length passages at a complex level of text and engage in activities where they have to ask questions, write in response to reading and engage in discussions.</p>	<p>5B.1. Teachers use extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels. Teachers incorporate written and oral summarizations on activities to improve student comprehension of content area text.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>By Spring 2013, 50% White and 35% Hispanic students will make satisfactory progress in reading as evidenced by scoring level 3 or higher on the reading FCAT.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: 41% (219) Black: N.A. Hispanic: 22% (118) Asian: N.A. American Indian: N.A.</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: 50% Black: Hispanic:35% Asian: American Indian:</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<p><u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i> N.A.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
<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 subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Students need to read and summarize extended-length passages at a complex level of text</p>	<p>5E.1. Teachers use extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels. Teachers incorporate written and oral summarization activities to improve student comprehension of content area text.</p>	<p>5E.1.</p>	<p>5E.1.</p>	<p>5E.1.</p>		
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<u>Reading Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p>By Spring 2013, 40% of Economically Disadvantaged students will score at achievement level 3 or higher.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>28% (147) of Economically Disadvantaged Students scored at achievement level 3 or higher.</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>40% (210)</p>					

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		<p>SE.2. Students need to read and summarize extended-length passages at a complex level of text and engage in activities where they have to ask questions, write in response to reading and engage in discussions.</p>	<p>SE.2 Teachers implement lessons that incorporate extended-length reading passages with all students in order to build stamina for reading longer passages and practice comprehension skills with text at higher complexity levels.</p> <p>Teachers incorporate written and oral summarization activities to improve student comprehension of content area text.</p> <p>Teachers utilize benchmark assessments to determine if students mastered benchmarks and identify students who</p>	SE.2.	SE.2.	SE.2.	
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			need remediation.				
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Summarization	9-12	Dept. Chair	PLCs	August-May	Student work samples/Lesson Plans	Principal, Assistant Principal
CIS	9-12	Dept. Chair	PLCs	August-May	Student work samples/Lesson Plans	Principal, Assistant Principal
Benchmark Assessments	9-12	Dept. Chair	PLCs	August-May	Student work samples/Lesson Plans	Principal, Assistant Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
School wide book study initiative	Copy of selected text for each student	SAC, Media Fund	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
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 Rule 6A-1.099811
 Revised April 29, 2011

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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1. Students need to increase vocabulary knowledge to help comprehension and develop proficiency in speaking and listening.	1.1. Teachers will implement Marzano’s six step process for vocabulary instruction and engage students in repeated exposures with vocabulary to increase student comprehension. Teachers will utilize vocabulary sections of notebooks with students in all content areas to allow students to record word meanings, make connections, and illustrate unknown words.	1.1. Principal, Assistant Principal, Academic Dean	1.1. Performance on common based assessments administered through Language Arts classes	1.1. CELLA performance	
<u>CELLA Goal #1:</u> By Spring 2013, 80% students will score proficient in listening and speaking as evidenced on the CELLA assessment.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	77% (55)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>2. Students scoring proficient in Reading.</p>	<p>2.1. Students need to increase vocabulary knowledge to help comprehension and develop proficiency in speaking and listening.</p>	<p>2.1. Teachers will implement Marzano’s six step process for vocabulary instruction and engage students in repeated exposures with vocabulary to increase student comprehension.</p> <p>Teachers will utilize vocabulary sections of notebooks with students in all content areas to allow students to record word meanings, make connections, illustrate unknown words, and utilize LFS graphic organizers</p>	<p>2.1. Principal, Assistant Principal, Academic Dean</p>	<p>2.1. Discovery Progress Monitoring</p>	<p>2.1. CELLA performance</p>	
<p><u>CELLA Goal #2:</u> By Spring 2013, 33% students will score proficient in reading as evidenced on the CELLA assessment.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>28% (20)</p>					
		<p>2.2. Student motivation for learning</p>	<p>2.2. Material presented in a more engaging and relevant way</p>	<p>2.2. Principal, Assistant Principal, Academic Dean</p>	<p>2.2. Discovery Progress Monitoring</p>	<p>2.2. CELLA performance</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in Writing.	2.1. Students need opportunities to write in all content areas.	2.1. Teachers will have students write to respond to reading and explain their thinking and provide feedback to students on their writing by using rubrics to set expectations and score their written responses. Teachers will implement CISM lessons to engage students in writing and response to reading.	2.1. Principal, Assistant Principal, Academic Dean	2.1. Progress monitoring via Polk Writes	2.1. CELLA performance	
<u>CELLA Goal #3:</u> By Spring 2013, 55% students will score proficient in writing as evidenced on the CELLA assessment.	<u>2012 Current Percent of Students Proficient in Writing .</u>					
	49% (34)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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CELLA Budget (Insert rows as needed)

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<p><u>Mathematics Goal #1b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
<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>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
<p><u>Mathematics Goal #2a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<p>Mathematics Goal #2b: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
<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>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<p><u>Mathematics Goal #3a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p>Mathematics Goal #3b: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
<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>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<p><u>Mathematics Goal #4a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<p><u>Mathematics Goal #4b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						
<p><u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></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 subgroup:</p>	<p>Anticipated 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>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		

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

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

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Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
<p><u>Mathematics Goal #1a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Mathematics Goal #3a: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<u>Mathematics Goal #3b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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		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		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<u>Mathematics Goal #4a:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	

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		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						
<p><u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></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 subgroup:</p>	<p>Anticipated 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>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		

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

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

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

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<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.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)).

High School	Mathematics	Problem-Solving Process to Increase Student Achievement						

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	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		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<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>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3.1.	3.1.	3.1.	3.1.	3.1.		
<p>Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
<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>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<p>Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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<p>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>1.1. Students need to receive high quality instruction based on mathematics benchmarks followed by implementing benchmark assessments to monitor students' progress.</p>	<p>1.1. Algebra I teachers will use common planning time to review student mathematics data, plan instruction to enrich and/ or remediate student learning through instruction.</p> <p>Algebra I teachers will implement high quality instruction and assess student learning through the use of common benchmark assessments in order to determine what students need to be re-taught, what students need to be enriched, and what benchmarks do students struggle with learning.</p>	<p>1.1. Math AIF, Assistant Principal, Principal</p>	<p>1.1. Implement regularly scheduled benchmark assessments, review mathematics data, lesson plans, and observations</p>	<p>1.1. Benchmark assessments Discovery Education data, and Algebra I EOC</p>		
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<p><u>Algebra Goal #1:</u> By Spring 2013, 40% of all 9th grade students will score achievement level 3 or above in Math as evidenced by the Algebra 1 End of Course assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>33% (73)</p>	<p>40% (98).</p>					
		<p>1.2. Lack of rigorous instruction</p>	<p>1.2. Teachers will use best practices aligned with SpringBoard activities and strategies that follow the trend of Common Core</p>	<p>1.2. Math AIF, Assistant Principal, Principal</p>	<p>1.2. Implement regularly scheduled benchmark assessments, review mathematics data, lesson plans, and observations</p>	<p>1.2. Benchmark assessments, Discovery Education data, and Algebra 1 EOC</p>	
		<p>1.3. Absence of contextual practice</p>	<p>1.3. Teachers will utilize the SpringBoard curriculum and common assessment to increase student exposure to contextual problems</p>	<p>1.3. Math AIF, Assistant Principal, Principal</p>	<p>1.3. Implement regularly scheduled benchmark assessments, review mathematics data, lesson plans, and observations</p>	<p>1.3. Benchmark assessments, Discovery Progress Monitoring, and Algebra 1 EOC</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>Anticipated 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>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>2.1. Students need to receive mathematics instruction aligned to meet high learner needs.</p>	<p>2.1. Algebra I teachers will use common planning time to review student data, plan instruction to enrich and/ or remediate student learning.</p> <p>Algebra I teachers will implement high quality instruction and assess student learning through the use of common benchmark assessments in order to determine what students need to be re-taught, what students need to be enriched, and what benchmarks do students struggle with learning.</p>	<p>2.1. Math AIF, Assistant Principal, Principal</p>	<p>2.1. Implement regularly scheduled benchmark assessments, review mathematics data, lesson plans, and observations</p>	<p>2.1. Benchmark assessments Discovery Education data</p>		
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<p><u>Algebra Goal #2:</u> By Spring 2013, 16% of all 9th grade students will score achievement level 3 or above in Math as evidenced by the Algebra 1 End of Course assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>4% (9)</p>	<p>16% (35).</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	

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3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 30%	2012: 29%	2013: 36%	2014: 45%	2015: 54%	2016: 62%	2017: 65%
<u>Algebra Goal #3A:</u> By Spring of 2013, 36% of students will score proficient, level 3 or higher as evidenced by the Algebra I EOC.							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p>	<p>3B.1. Students need to receive mathematics instruction aligned to meet their needs.</p>	<p>3B.1. Algebra I teachers will use common planning time to review student data, plan instruction to enrich and/ or remediate student learning.</p> <p>Algebra I teachers will implement high quality instruction and assess student learning through the use of common benchmark assessments in order to determine what students need to be re-taught, what students need to be enriched, and what benchmarks do students struggle with learning.</p>	<p>3B.1. Math AIF, Assistant Principal, Principal</p>	<p>3B.1. Review student data, Student work samples, classroom observations, lesson plans</p>	<p>3B.1. Benchmark assessments, Discovery Education assessments, Algebra 1 EOC</p>		
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<p><u>Algebra Goal #3B:</u> By Spring 2013, all subgroups will show a minimum of a 5% gain in proficiency as evident by the Algebra 1 EOC</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 63% (78) Black: N.A. Hispanic: 73% (57) Asian: N.A. American Indian: N.A.</p>	<p>White: 49% (58) will be proficient Black: N.A. Hispanic: 32% (28) will be proficient Asian: N.A. American Indian: N.A.</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</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 subgroup:</p>	<p>Anticipated 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>		

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<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</p>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<p>Algebra Goal #3C: N.A.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
<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 subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra Goal #3D: N.A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</p>	<p>3E.1. Students may not be motivated to learn</p>	<p>3E.1. Presenting material in an engaging way and with relevance. Integrate a variety of technology tools combined with the use of SpringBoard curriculum</p>	<p>3E.1 Math AIF, Assistant Principal, Principal</p>	<p>3E.1. Review student data, Student work samples, classroom observations, lesson plans</p>	<p>3E.1. Benchmark assessments, Discovery Education assessments, Algebra 1 EOC</p>		
<p><u>Algebra Goal #3E:</u> EOC Data not available in IDEAS to retrieve information</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3E.2.</p>	<p>3E.2</p>	<p>3E.2.</p>	<p>3E.2.</p>	<p>3E.2.</p>	
		<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	

End of Algebra EOC Goals

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Geometry End-of-Course Goals

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

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

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Students need to receive mathematics instruction aligned to meet their needs.</p>	<p>1.1. Geometry teachers will use common planning time to review student data, plan instruction to enrich and/ or remediate student learning.</p> <p>Geometry teachers will implement high quality instruction and assess student learning through the use of common benchmark assessments in order to determine what students need to be re-taught, what students need to be enriched, and what benchmarks do students struggle with learning.</p>	<p>1.1. Math AIF, Assistant Principal, Principal</p>	<p>1.1. Review of student data, Classroom observations, Lesson Plans, Discovery Progress Monitoring</p>	<p>1.1. Benchmark Assessments, Discovery Education Data, performance on Geometry EOC</p>		
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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By Spring 2013, 45% of students will score proficient, achievement level 3 in Geometry as evidenced by the Geometry EOC.							
	<p>52% students in 1st third 38% (94) students in the 2nd third. 11% students in top third</p>	<p>45 % (112) students</p>					
		<p>1.2. Some students are not challenged and authentically engaged in activities that require students to reason and problem solve.</p>	<p>1.2. Present material in an engaging way and utilize the SpringBoard curriculum and high order thinking problems to engage students in analysis of work before solving.</p>	<p>1.2. Math AIF, Assistant Principal, Principal</p>	<p>1.2. Review of student data, Classroom observations, Lesson Plans, Discovery Progress Monitoring</p>	<p>1.2. Benchmark Assessments, Discovery Education Data, performance on Geometry EOC</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Lack of rigorous instruction and high expectations (college or career-bound) for all students.	2.1. Review course description benchmarks/ standards, implement SpringBoard curriculum pacing documents, and item specification reports in planning and during PLC meetings.	2.1. Math AIF, Assistant Principal, Principal	2.1. Implement regularly scheduled benchmark assessments, review mathematics data from Discovery Progress Monitoring, lesson plans, and observations	2.1. Benchmark Assessments, Discovery Education Data, performance on Geometry EOC		
<u>Geometry Goal #2:</u> By Spring 2013, 20% students will score achievement level 4 or above as evidenced by the Geometry EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	11% (27) Students in the top third	20% (49)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 N.A.	52% in 1st third 38% in 2nd third 11% in 3 rd third	45%	54%	60%	65%	70%
<u>Geometry Goal #3A:</u> By Spring of 2017, 70% of students will score proficiently on the Geometry EOC							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian: Students need to receive mathematics instruction aligned to meet their needs.</p>	<p>3B.1. Geometry teachers will use common planning time to review student data, plan instruction to enrich and/ or remediate student learning. Geometry teachers will implement high quality instruction and assess student learning through the use of common benchmark assessments in order to determine what students need to be re-taught, what students need to be enriched, and what benchmarks do students struggle with learning.</p>	<p>3B.1. Math AIF, Assistant Principal, Principal</p>	<p>3B.1. Review of student data, Classroom observations, Lesson Plans</p>	<p>3B.1. Benchmark Assessments, Discovery Education Data, performance on Geometry EOC</p>		
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<p>Geometry Goal #3B: By Spring 2013, all subgroups will show a minimum of a 5% gain in proficiency as evident by the Geometry EOC</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: N.A. Hispanic: Asian: N.A. American Indian: N.A.</p>	<p>White: Black: N.A. Hispanic: Asian: N.A. American Indian: N.A.</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
<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 subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</p>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		

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Geometry Goal #3C: N.A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: N.A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</p>	<p>3E.1. Students need to receive mathematics instruction aligned to meet their needs.</p>	<p>3E.1. Geometry teachers will use common planning time to review student data, plan instruction to enrich and/or remediate student learning.</p> <p>Geometry teachers will implement high quality instruction and assess student learning through the use of common benchmark assessments in order to determine what students need to be re-taught, what students need to be enriched, and what benchmarks do students struggle with learning.</p>	<p>3E.1. Math AIF, Assistant Principal, Principal</p>	<p>3E.1. Review of student data, Classroom observations, Lesson Plans</p>	<p>3E.1. Benchmark Assessments, Discovery Education Data, performance on Geometry EOC</p>		
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<p><u>Geometry Goal #3E:</u> Data not accessible through IDEAS to accurately determine subgroup proficiency</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3E.2.</p>	<p>3E.2</p>	<p>3E.2.</p>	<p>3E.2.</p>	<p>3E.2.</p>	
		<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	

End of Geometry EOC Goals

Mathematics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD</p>						
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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
Common Benchmark Assessments	Math 9-12	Math AIF	PLCs	August-May	Benchmark Assessments, Student data	Principal, Assistant Principal
Data analysis	Math 9-12	Math AIF	PLCs	August-May	Teachers' data binders	Principal, Assistant Principal
Differentiated Instruction	Math 9-12	Math AIF	PLCs	August-May	Lesson Plan observations, student data	Principal, Assistant Principal

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
Student engagement and hand on learning	Manipulatives to support SpringBoard activities		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Integration of technology into the classroom	Scientific calculators		
	Smart Response System		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Curriculum supplement	Kuta Software		
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
<p>Science Goal #1a: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
<p>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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<u>Science Goal #1b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
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.		

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

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		2b.3	2b.3	2b.3	2b.3	2b.3	
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End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		

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<u>Science Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

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

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<p>1. Students scoring at Achievement Level 3 in Biology.</p>	<p>1.1. Students need high quality instruction aligned to meet their needs.</p>	<p>1.1. Biology teachers will use common planning time to review student data, plan instruction to enrich and/or remediate student learning.</p> <p>Biology teachers will implement high quality instruction and assess student learning through the use of common benchmark assessments in order to determine what students need to be re-taught, what students need to be enriched, and what benchmarks do students struggle with learning.</p>	<p>1.1. Science AIF, Assistant Principal, Principal</p>	<p>1.1. Data analysis of Discovery monitoring, student performance on common assessments, review of lesson plans, and classroom observations.</p>	<p>1.1. Benchmark Assessment Data Discovery Education Assessment Data</p>		
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<p><u>Biology Goal #1:</u> By Spring 2013, 60% of students will score at achievement level 3 as evidenced by the Biology EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>52% 1st third 38% in 2nd third 11% in 3rd third</p>	<p>60% (151)</p>					
		<p>1.2. Students not authentically engaged</p>	<p>1.2. Teachers will have students create original works as means of personal and/or group presentation</p>	<p>1.2. Science AIF, Assistant Principal, Principal</p>	<p>1.2. Data analysis of Discovery monitoring, student performance on common assessments, review of lesson plans, and classroom observations.</p>	<p>1.2. Benchmark Assessment Data Discovery Education Assessment Data</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</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>Anticipated 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>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	<p>2.1. Students need high quality instruction aligned to meet their needs.</p>	<p>2.1. Biology teachers will use common planning time to review student data, plan instruction to enrich and/or remediate student learning.</p> <p>Biology teachers will implement high quality instruction and assess student learning through the use of common benchmark assessments in order to determine what students need to be re-taught, what students need to be enriched, and what benchmarks do students struggle with learning.</p>	<p>2.1. Science AIF, Assistant Principal, Principal</p>	<p>2.1. Data analysis of Discovery monitoring, student performance on common assessments, review of lesson plans, and classroom observations.</p>	<p>2.1. Benchmark Assessment Data Discovery Education Assessment Data</p>		
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<p><u>Biology Goal #2:</u> By Spring 2013, 20% of students will score at or above achievement levels 4 and 5 as evidenced by the Biology EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>11% of students in the top third.</p>	<p>20% (50)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

End of Biology EOC Goals

Science Professional Development

<p>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.</p>						
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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
Common benchmark assessments	9-12 Science	Science AIF	PLCs	August-May	Student data on assessments	Principal, Assistant Principal
Data Analysis	9-12 Science	Science AIF	PLCs	August-May	Teachers' data binders	Principal, Assistant Principal
Differentiated Instruction	9-12 Science	Science AIF	PLCs	August-May	Lesson Plans, student data	Principal, Assistant Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Students engaged in hands on learning	Lab supplies: gloves, safety supplies, tools, specimen purchase, etc.		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Total:			
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End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Students need opportunities to engage in the writing process across content areas.	1a.1. Teachers in all subject areas will implement content area writing opportunities and develop and use rubrics to assess students’ content, language usage, and mechanics.	1a.1. Principal, Assistant Principal	1a.1. Student samples of writing and teachers’ rubrics, lesson plans, classroom observations	1a.1. Monthly writing prompts.		

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Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By Spring 2013, 90% of students will score achievement level 4 or higher as evidenced on the Writing assessment.							
	83% (222)	90% (241)					
		1a.2. Teachers need to progress monitor students' ability to engage in the writing process.	1a.2. English Teachers will monitor students' progress by implementing writing prompts on a monthly basis and determine the percent of students scoring proficient on writing prompts. English Teachers will use the Florida Writes Rubric and provide constructive feedback on essays during peer editing and peer review.	1a.2. Principal, Assistant Principal	1a.2. Student samples of monthly writing prompts	1a.2. Monthly writing prompts.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<p><u>Writing Goal #1b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Writing Professional Development

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

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics_Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Civics Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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Subtotal:			
Total:			

End of Civics Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1. Some teacher are in need of knowledge regarding exactly what student outcomes should be for a particular lesson, benchmark, or standard</p>	<p>1.1. Review course description benchmarks/ standards, curriculum pacing documents, and item specification reports in planning and PLC time</p>	<p>1.1. Principal, Assistant Principal, Department Chair</p>	<p>1.1. Student performance on common assessments based on curriculum content and pacing guides</p>	<p>1.1. Student performance on U.S. History EOC exam</p>		
<p><u>U.S. History Goal #1:</u> Spring 2013, 100% of all students enrolled in U.S. History will achieve proficiency by evidence of a level 3 or higher on the U.S. History EOC exam</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	N.A.	100% (245)					
		1.2. Teacher integration of technology	1.2. Increase variety of technologies used throughout instructional delivery	1.2. Principal, Assistant Principal, Department Chair	1.2. Student ability to present knowledge in a variety of media formats	1.2. Student performance on U.S. History EOC exam	
		1.3. Low level readers	1.3. Increase student proficiency by utilizing collaborative learning strategies and CISM lessons.	1.3. Principal, Assistant Principal, Department Chair	1.3. Student performance on common assessments based on curriculum content and pacing guides	1.3. Student performance on U.S. History EOC exam	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. <u>U.S. History Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History 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.						
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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 technology in the classroom	11 th / U.S. History teachers	Department Chair	Social Studies department PLC group	August 2012 – May 2013 (monthly)	Classroom walk-through by administrative team	Principal, Assistant Principal, Department Chair

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

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

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

Subtotal:			
Total:			

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Teachers are not always consistent with tracking attendance and tardies.	1.1. Monitor and track teachers who have a problem keeping up with daily attendance and tardies. Assign those teachers a teacher mentor to assist in time management procedures.	1.1. APA, Academic Dean, Terminal Operator.	1.1. Daily review of Pinnacle Reports as related to attendance and tardy reporting by teachers.	1.1. End of year Pinnacle and Genesis reports as compared to the previous year.		

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<p><u>Attendance Goal #1:</u> By Spring of 2013, 96% of students will be in attendance, 30% or less will have excessive attendance issues, and 25% or less of students will have issues with excessive tardiness.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>94.23%</p>	<p>96%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>34.57%</p>	<p>30%</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>42.16%</p>	<p>35%</p>					
		<p>1.2. Students arrive late to school and/or tardy due to apathy and/or parent negligence.</p>	<p>1.2. Create a more stringent tardy policy and monitor student absenteeism as related to PCSB policies.</p>	<p>1.2. APA, Academic Dean, Terminal Operator</p>	<p>1.2. Daily review of Pinnacle Reports as related to student attendance and tardies.</p>	<p>1.2. End of year Pinnacle and Genesis reports as compared to the previous year.</p>	

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		1.3. Parents and students do not understand state of Florida Seat Time requirement and how it relates to absenteeism and tardies.	1.3. Educate parents and students on seat time law through orientation, open house, newsletters, web page and connectEd phone system	1.3. APA, Academic Dean, Terminal Operator	1.3. Documentation of phone log conversations with parents and parent conferences as related to tardies and attendance.	1.3. Record of fewer parent complaints and tardy and attendance conferences	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Classroom Time Management	School Wide	PLC Leaders	Teachers which are members of PLC groups	August 2012 – May 2013 (monthly)	Monitoring of Pinnacle	Principal, Assistant Principal of Administration, Terminal Operator

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Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Teachers lack classroom management strategies.	1.1. Assign teachers who are struggling with classroom management to a mentor teacher to work with them in developing policies and procedures for their classroom that mirror PCSB and MHS discipline policy.	1.1. APA and Dean of Students	1.1. Track and monitor data of number of teacher referrals by specific teacher.	1.1. End of year Genesis report as compared to the previous year.		

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<u>Suspension Goal #1:</u> By Spring 2013, the number of students suspended out of school will decrease by 5%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	N.A.	N.A.					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	N.A.	N.A.					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	256 Actions	243 Actions					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	147	140					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	School Wide	Leadership Team	All classroom teachers	August 2012 – May 2014 (Bi-Monthly)	Monitoring of monthly discipline report	Assistant Principal of Administration, Dean of Students, Principal

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. Excessive absenteeism increases dropout rates.	1.1. Decrease the retention rate beginning with the ninth grade by following the Ninth Grade Academy interventions that promote achievement.	1.1. Principal, AP	1.1. Show decrease in ninth grade retentions.	1.1. End of year retention report as compared to last year for the Ninth Grade Academy.		
By Spring 2013, the dropout rate will be decreased by 5%.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Unknown</i>						
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Unknown</i>						
		1.2. Students drop out when they fail or anticipate failing a course, a grade, or the FCAT.	1.2. Review course grades to identify at-risk students and implement a mentoring program for at-risk students to be mentored by an adult.	1.2. Guidance Counselors, Principal, APA, APC	1.2. List of at-risk students, grades, and mentors assigned.	1.2. End of year retention reports.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with							
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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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide extended curriculum instruction and review	Extended Learning Programs		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Parent Involvement <u>Parent Involvement Goal</u> #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p><i>Enter numerical data for current level of parent involvement in this box.</i></p>	<p><i>Enter numerical data for expected level of parent involvement in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

<p>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.</p>						
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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

Parent Involvement Budget

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

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

Total:			
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End of Parent Involvement Goal(s)

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 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
<p>STEM Goal #1: <i>Enter narrative for the goal in this box.</i></p> <p>Create awareness of STEAM and its relevance and pervasiveness in the world beyond high school.</p>	Funding	<p>1.1. Host STEAM focused Great American Teach-in to introduce students to professions in STEAM-related fields, and to generate community business partners with STEAM- related professionals</p>	<p>1.1. Science AIF</p>	<p>1.1. Participation of STEAM businesses in the Great American Teach-In resulting in support generated from these professional connections.</p>	<p>1.1. Track involvement with school programs and the businesses which participate in the Great American Teach-in.</p>

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	1.2. Use of technology in applied activities in content areas	1.2. Use probes and probeware for data collection in Science classes, and continue collegial relationships with University of Florida Biotechnology professors that involve satellite labs performed by students in the high school setting.	1.2. Science AIF	1.2. Increase in the number of labs performed by students which involve biotechnology such as probes, micropipettes, centrifuges, PCR, etc.	1.2. Lesson Plan Reviews and Coaching visits on teacher designated lab days.
	1.3 Interest in participation in Science Fair	1.3. Encourage participation in Science Fair through promotion of the event on announcements, through classroom teachers, Science Coach, and the school's TV programming.	1.3. Science AIF	1.3. School-based Science Fair held	1.3 An increased number of Science Fair entries

STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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<p>CTE Goal #1: <i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		

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Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:
	Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

Yes No

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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Describe the projected use of SAC funds.	Amount