Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Bartram Trail High School	District Name: St. Johns
Principal: Dawn Sapp	Superintendent: Dr. Joseph Joyner
SAC Co-Chairs: John Rorabaugh & Rachel Kusher	Date of School Board Approval: 11/13/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Dawn Sapp	MEd – Education University of Florida Educational Leadership Certification-University of North Florida School Principal Certification – All levels	6	12	Bartram Trail High School 2000-2005 Grade: A, A St. Augustine High School 2005-2011 Grade: D, B, A, A, B Bartram Trail High School 2012 Grade: TBA
Assistant Principal	Craig Davis	BA – English University of North Florida MEd – Educational Leadership, University of North Florida PhD – Ed Leadership University of Florida (Certified in Secondary English, ESOL, Ed Leadership & School Principal)	1	4	Lake Shore Middle School 2006-2007 Grade: D Bartram Trail High School 2007-2008 Grade: A 2012 Grade: TBA Pacetti Bay Middle School 2008-2009 Grade: A St. Augustine High School 2009-2011 Grade: A, B
Assistant Principal	Christopher Phelps	BS- Social Studies and Business Education, TriState University MEd - Educational Leadership, Eastern Michigan	11	16	Nease High School 1986-2000 Bartram Trail High School 2000-2011: 7-A's, 1-B 2012 Grade: TBA

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Instructional Literacy Coach	Monica Hicks	BA English & Communications Flagler College Teacher Certification Only- UNF Certified: Elementary K-6 English 6-12 Reading Endorsed ESOL Endorsed	0	0	St. Augustine High School, 2010-2012, A, B Switzerland Point Middle School, 1999-2003, A Gamble Rogers Middle School, 1998-1999

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Utilization of district PATS program	Principal	Upon Job Posting
2. With the support of the SJCSD, we only hire teachers who meet NCLB's Highly Qualified requirements	Principal	Ongoing

Discovery Education

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
76	5% (4)	17% (13)	54% (41)	24% (18)	33%	99%	8%	4%	96%

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jeff Davis	Rodney McKee	Shared teaching assignment and proximity	Quarterly meetings, New teacher training
Rhoda Manning	Deborah Bowers	Shared teaching assignment and proximity	Quarterly meetings, New teacher training
Cathy Crowe	Kristin Jasper	Shared teaching assignment and proximity	Quarterly meetings, New teacher training

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Haley Jasper	Katherine Bowlus	Shared teaching assignment and proximity	Quarterly meetings, New teacher training
Kelly Pinto	Danielle Parker	Shared teaching assignment and proximity	Quarterly meetings, New teacher training
Atef Soliman	Carol Holmes	Shared teaching assignment and proximity	Quarterly meetings, New teacher training
Bev Brooks	Tanya Thompson	Shared teaching assignment and proximity	Quarterly meetings, New teacher training
Michelle Kisch	Matthew Demetrio	Shared teaching assignment and proximity	Quarterly meetings, New teacher training

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Additional Requirements

*Coordination and Integration-**Title I Schools Only*

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

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

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

School-Based MTSS/RtI Team
Identify the school-based RtI Leadership Team. Dawn Sapp-Principal, Chris Phelps-Assistant Principal, Tony Sowers-Dean, Monica Hicks-Instructional Literacy Coach, Rachel Kusher- Counselor, Millie Turrentine-District support
Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? ● Plans, implements and monitors the progress of school improvement. ● Provides vision for both academic and behavioral success. ● Implements Response to Intervention as a school-wide method of raising student achievement outcomes through data review and problem-solving ● Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures. ● Meeting frequency - weekly
Describe the role of the school-based RtI 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? The RtI Leadership Team designated a working group, including the Assistant Principal and the Instructional Literacy Coach, to represent the team in development and implementation of the school improvement plan as it pertains to RtI. This working group provides data on RtI Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.
RtI Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.   Baseline Data   Reading and Math - Florida Comprehensive Assessment Test (FCAT)   Reading - Florida Assessments for Instruction in Reading (FAIR)   Reading, Math, Science - Discovery Education Discovery Education   Writing – Writing prompts   Behavior – Daily behavior charts, ABC data   Midyear Data   Reading - Florida Assessments for Instruction in Reading (FAIR)   Reading, Math, Science - Discovery Education Discovery Education   Writing – Writing prompts   Behavior – Daily behavior charts, ABC data   End of Year Data   Reading and Math - Florida Comprehensive Assessment Test (FCAT)   Reading - Florida Assessments for Instruction in Reading (FAIR)   Reading, Math, Science - Discovery Education Discovery Education   Writing – Writing prompts   Behavior – Daily behavior charts, ABC data
Describe the plan to train staff on RtI.   This team will receive district training throughout the school year. The RtI Leadership team will also evaluate additional staff professional development needs during the faculty meetings and PLC sessions throughout the year.
Identify the school-based RtI Leadership Team.   Dawn Sapp-Principal, Chris Phelps-Assistant Principal, Tony Sowers-Dean, Monica Hicks-Instructional Literacy Coach, Millie Turrentine-Jenkins -District support

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT).
Monica Hicks – Instructional Literacy Coach, Suzy Smith-Media Specialist, Stephanie Hammett - Reading Teacher, Darrell Sutherland – Reading Teacher, Karen Doughtry-Reading Teacher, Megan Young-Reading Teacher, Danielle Parker-Reading Teacher, Tonya Thompson -Reading Teacher, Dawn Sapp- Principal, Craig Davis,-Assistant Principal.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The team will meet monthly under the direction of our Literacy Coach. This team serves as a resource and guide to the faculty.
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What will be the major initiatives of the LLT this year?   Initiatives include: Promotion of Literacy Week and providing monthly strategies and support to content area teachers. Provide a "Bears Read of the Week" for Wednesdays during 4th period.

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

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Elementary Title I Schools Only: Pre-School Transition

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

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

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

Our fulltime Instructional Literacy Coach (ILC) is a resource to the entire instructional staff. She will be available to assist teachers with planning, to model in classrooms and to offer feedback as a classroom observer

Monthly workshops will present research based strategies that have proven to offer the highest yield in student achievement. Department meeting will follow these workshops. The Department Chair will facilitate collaborative planning to work out effective implementation that fits the subject area needs.

A district implemented evaluation system will track all teachers' progress and improvement with using reading strategies.

High Schools Only

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

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

Teachers show relevance through applied learning activities. (i.e. project based learning, high level questioning techniques, co-curricular projects).

Career academies use cross-curricular, service-learning, community-based projects.

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?

Each student meets with a guidance counselor annually and discusses various paths.
All students are placed into courses according to their goals and interests.
Career academy programs (Design & Construction and Business & Finance) offer a meaningful course sequence.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

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Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

- Students are encouraged to complete advanced level courses. Emphasis is placed on exposure to accelerated courses as prep for college success.
- Math preparation for postsecondary success will be accomplished by providing the Algebra I course before 9th grade and encouraging completion of at least one level 3 high school math course.
- Eligible students will be advised to enroll in Dual Enrollment or AP classes by teachers and guidance counselors.
- Bright Futures scholarship information will be shared in the 9th grade orientation and continue throughout high school.
- Industry certification is a priority with our tech-prep courses.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1.1. Progress monitoring process and logistics	1.1. Create an efficient testing schedule, address technology needs, and communicate the schedule.	1.1. Administrators, Testing coordinator, Instructional Literacy Coach and all teachers	1.1. All 9th and 10th grade students are tested.	1.1. FAIR		
Reading Goal #1A: *31% of 9th and 10th grade students will reach level 3 on FCAT 2.0.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29% (243)	*31%*					

		1.2. Effective use of the data collected from progress monitoring. and district quarterly exams.	1.2. Data chats among departments.	1.2. Department Chairs	1.2. Trends are noted by departments and lesson plans reflect a focus on areas of concern.	1.2. Notes from the data chats and lesson plans.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2.1. Maintaining achievement level of level 4 and 5 Increasing level 3 to level 4 or 5	2.1. Identify students in level 4 and 5	2.1. All teachers, reading coach, administration	2.1. Tracking and analyze data and progress monitoring.	2.1. FAIR		
Reading Goal #2A: Students achieving above proficiency in reading will increase from 48% to 50%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	48% (400)	*50%*					
		1.2. Effective use of the data collected from progress monitoring. And district quarterly exams.	1.2. Data chats among departments.	1.2. Department Chairs	1.2. Trends are noted by departments and lesson plans reflect a focus on areas of concern.	1.2. Notes from the data chats and lesson plans.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. **Florida Alternate Assessment:** Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3.1. Inspiring students to improve their performance Effective feedback on writing.	3.1. Implement literacy strategies across all content areas. Increase expectations for writing in response to text in all content areas.	3.1. All teachers, reading coach, administrators.	3.1. Tracking and analyze data and progress monitoring.	3.1. FAIR		
Reading Goal #3A: *74% of students will make learning gains.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	71%	*74%*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: *NA.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4.1. Inspiring students to improve their performance	4.1 Intensive reading classes, mentoring program.	4.1. Teachers, reading coaches, administration	4.1. Progress monitoring	4.1. FAIR, Discovery Education, Read 180		
Reading Goal #4: *73% of all students in the lowest quartile will make learning gains in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%	*73%*					
		a. Knowing who the kids are and taking the time to show them we care.	4.2. Provide teachers access to data that identifies these students. Assign school based staff to mentor each student.	4.2. Literacy Coach and Administration	4.2. Teacher rosters are noted, Mentor logs	4.2. Attendance and academic performance records	
		4A.3. Facilitating the writing process.	4A.3. Professional development will focus on increasing opportunities for writing in all content areas and giving appropriate feedback.	4A.3. Administration, Reading Coach, Teachers	4A.3. Feedback from teachers, Increased student performance each quarter.	4A.3. Student grades on department level common writing assessments.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 36%		32%	28%	25%	22%	18%
Reading Goal #5A: *BTHS will reduce the achievement gap by 50% by the 2016-2017 school years.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: *Our goal is to make AYP with our subgroups.* Specific goals are pending state provided data.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Vocabulary	5C.1. Encourage ELL students to participate. Celebrate small successes.	5C.1. Teacher, Administration	5C.1. Progress monitoring data, teacher designed assessments	5C.1. FAIR, Discovery Education, FCAT		
Reading Goal #5C: *Pending state provided data.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students will struggle with the vocabulary and complexity of grade level text.	5D.1. Expose students to grade level text and promote strategies for decoding.	5D.1. Literacy Coach, Administration	5D.1. Progress monitoring. Student attitudes toward grade level text.	5D.1. FAIR, Discovery Education, FCAT		
Reading Goal #5D: *Pending state provided data.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5D.1. Students will struggle with the vocabulary and complexity of grade level text.	5D.1. Expose students to grade level text and promote strategies for decoding.	5D.1. Literacy Coach, Administration	5D.1. Progress monitoring. Student attitudes toward grade level text.	5D.1. FAIR, Discovery Education, FCAT		
Reading Goal #5E: *Pending state provided data.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.3. Know these students	5E.3. Run a report using eSchool Plus	5E.3. Registrar	5E.3. Lists	5E.3. Leadership Team Minutes	
		5E.2. Lack of appropriate encouragement and support at home.	5E.2. Assigned Mentors	5E.2. Administration	5E.2. Lists	5E.2. Leadership Team Minutes	

Reading Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Strength (Close reading, Complex Text, Writing)	9-12	Literacy Coach, Department Chairs	All Staff	Early Release on the 1st and 3rd Wednesdays of every month	Classroom Observations using EEE's evaluation tools to provide feedback.	Administration/Literacy Coach
Technology Tools (Performance Plus, eSchool Plus, Read180, Discovery Education, FAIR)	9-12	Literacy Coach, Testing Coordinator, Registrar	All Staff	As needed, particularly following progress monitoring for data analysis.	Data chats	Department Chairs, Administration, Literacy Coach
Literacy Coaches Workshops	9-12	District Coordinators	Instructional Literacy Coach	Monthly	Faculty Workshops, Modeling	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Integrating non-fiction with novels in IR classes	Book Jam Series		1500
Scholastic Monthly Magazines	Monthly issues – content themes		200
Subtotal: $1400			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Study Island	Standards Based online program for various subjects	SAI	900
Subtotal: $900			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Close reading/complex text/written response to reading workshops	Substitute Teachers for participants	Title 2/SAI	$3500
NG-CARPD	Substitute Teachers for participants	SAI	$500
Subtotal: $4000			
Other			
Strategy	Description of Resources	Funding Source	Amount
School Wide Literacy Initiatives	Posters/Books	School	$500
Subtotal:$500			
Total: $6800			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Frustration with what feels like slow progress.	5C.1. Encourage ELL students to participate. Celebrate small successes.	5C.1. Teacher, Administration	5C.1. Progress monitoring data, teacher designed assessments	5C.1. FAIR, Discovery Education, FCAT	
CELLA Goal #1: 60*% of ELL students will score proficient in listening/speaking.*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	57 (4)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	5C.1. Vocabulary	5C.1. Encourage ELL students to participate. Celebrate small successes.	5C.1. Teacher, Administration	5C.1. Progress monitoring data, teacher designed assessments	5C.1. FAIR, Discovery Education, FCAT	

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CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:				
32% of CELLA students will score proficient in reading.					
	29% (2)				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	4A.3. Facilitating the writing process.	4A.3. Professional development will focus on increasing opportunities for writing in all content areas and giving appropriate feedback.	4A.3. Administration, Reading Coach, Teachers	4A.3. Feedback from teachers, Increased student performance each quarter.	4A.3. Student grades on department level common writing assessments.	
CELLA Goal #3: *32% of CELLA students will score proficient in writing.*	2012 Current Percent of Students Proficient in Writing :					
	29% (2)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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| Mathematics Goal #2B:

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

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

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

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

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

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

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

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Complacency	1.1. Use of quarterly formative assessments developed for district wide data comparison and analysis.	1.1. Department Chair Administration	1.1. Analysis of results	1.1. Discovery Education, District Quarterly Formative Assessments, District End of Course exams		
Algebra 1 Goal #1: *60% of students will score a 3 on the Algebra EOC.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (137)	*60%*					

		1.2. Effective use of the data collected from progress monitoring and formative assessments.	1.2. Data chats among departments.	1.2. Department Chairs	1.2. Trends are noted by departments and lesson plans reflect a focus on areas of concern.	1.2. Discovery Education, District Quarterly Formative Assessments, District End of Course exams	
		1.3. Lack of experiences with high level thinking activities	1.3. Frequent practice opportunities with multi-step, higher level word problems.	1.3. Department Chair/ Administration	1.3. Student performance on tests that will include one or two extended response, higher level questions.	1.3. Teacher designed quizzes, district quarterly exams, Algebra 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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Lack of student desire to push up to higher level math courses.	2.1. Encourage students at registration to take higher level math classes using teacher recommendations.	2.1. Teachers Administration Guidance	2.1. Progress Monitoring	2.1. Discovery Education and teacher tests		
Algebra Goal #2: *At least 30% of students will score a Level 4 or above on the Algebra EOC.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28%(67)	30%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *N/A*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Algebra 1 EOC		

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Algebra 1 Goal #3B: *Pending state provided data*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Algebra 1 EOC		
Algebra 1 Goal #3C: *Pending data from FLDOE*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2. Confidence that effort will pay off. Motivation.	3C.2. Use appropriate accommodations.	3C.2. Teachers, Counselors, Administration	3C.2. Conferences, Student performance	3C.2. Teacher designed assessments, District Quarterly exams, Algebra 1 EOC	
		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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Algebra 1 EOC		
Algebra 1 Goal #3D: *Pending state provided data.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Algebra 1 EOC		
Algebra 1 Goal #3E: *Pending state provided data.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2. Lack of transportation to attend before and/or after school tutoring opportunities.	3D.2. Provide transportation for a 2 week test prep session.	3D.2. Administration	3D.2. Increased attendance to test prep	3D.2. attendance rosters	
		3D.3. Lack of appropriate school supplies include calculators	3D.3. Provide calculators during class and allow students to check out calculators from the media center.	3D.3. Media Specialist, Math Department Chair	3D.3. All students have appropriate calculators	3D.3. Media Center inventory and records on calculator use.	

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Geometry EOC		
<u>Geometry Goal #1:</u> *70 % of students will achieve a level 3.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	*Enter numerical data for expected level of performance in this box.*					

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		1.2. Low reading levels	1.2. Use reading strategies to teach math literacy.	1.2. Teachers, Administration	1.2. Student performance on extended response questions.	1.2. District quarterly exams, Geometry EOC	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Geometry EOC		
Geometry Goal #2: 20% of students will achieve a level 4 or 5.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*Enter numerical data for expected level of performance in this box.*					
		2.2. Lack of attention to detail on tests. Unwilling to take necessary time to work towards the answers.	2.2. Higher level multistep questions that require extended response answers will be practiced regularly.	2.2. Math Teachers, Administration	2.2. Student performance on higher level questions.	2.2. District quarterly exams, Geometry EOC	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Geometry EOC		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Geometry EOC		
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2. Students and parents may not understand the new graduation requirement to pass the Geometry EOC.	3C.2. Teachers will emphasize this with students. Notification in school newsletters. Presented by counselors at Parent Information Night.	3C.2. Teachers, Administration	3C.2. Parent & student reaction to EOC exams.	3C.2. Attendance record for the Geometry EOC.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.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		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Geometry EOC		
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2. Students and parents may not understand the new graduation requirement to pass the Geometry EOC.	3C.2. Teachers will emphasize this with students. Notification in school newsletters. Presented by counselors at Parent Information Night.	3C.2. Teachers, Administration	3C.2. Parent & student reaction to EOC exams.	3C.2. Attendance record for the Geometry EOC.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3C.1. Students will struggle with math vocabulary and complex word problems.	3C.1. Students who struggle with math will be placed in a 90 minute block class which allows extra time for guided practice and concept attainment.	3C.1. Math Teachers, Administration	3C.1. Evaluation of teacher designed assessments and district quarterly exams	3C.1. District quarterly exams, Discovery Education, Geometry EOC		
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2. Students and parents may not understand the new graduation requirement to pass the Geometry EOC.	3C.2. Teachers will emphasize this with students. Notification in school newsletters. Presented by counselors at Parent Information Night.	3C.2. Teachers, Administration	3C.2. Parent & student reaction to EOC exams.	3C.2. Attendance record for the Geometry EOC.	
		3D.2. Lack of transportation to attend before and/or after school tutoring opportunities.	3D.2. Provide transportation for test prep sessions.	3D.2. Administration	3D.2. Increased attendance to test prep	3D.2. attendance rosters	

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		3D.3. Lack of appropriate school supplies include calculators	3D.3. Provide calculators during class and allow students to check out calculators from the media center.	3D.3. Media Specialist, Math Department Chair	3D.3. All students have appropriate calculators	3D.3. Media Center inventory and records on calculator use.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly Common Core Implementation workshops	9-11	Dept. Chair	Math Department	Once or twice a month Wednesday Early Release	Classroom Observations/District quarterly tests	Administration
Data Analysis Drives Instruction	9-10	District Curriculum Coordinator	Algebra and Geometry Teachers	Following Quarterly Assessments	Classroom Observations/Results on future EOCs.	Administration

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Extra practice/support	Study Island software program	Academic Support Funds	2,000
Subtotal: $2000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Data Workshops	Substitutes for Teachers	SAI & Title 2	$1000
Florida Math Council Conference	Conference Fee, Substitutes, Hotel, Meals	Title 2	$1500
Subtotal: $2500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $4500			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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

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

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

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: NA	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	**Problem-Solving Process to Increase Student 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		
1. Students scoring at Achievement Level 3 in Biology 1.	3C.2. Students and parents may not understand the new graduation requirement to pass the Biology EOC.	3C.2. Teachers will emphasize this with students. Notification in school newsletters. Presented by counselors at Parent Information Night.	3C.2. Teachers, Administration	3C.2. Parent & student reaction to EOC exams.	3C.2. Attendance record for the Biology EOC.		
Biology 1 Goal #1: *50% of students will score at achievement level 3 on the Biology EOC.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		50%					
		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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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Students may struggle with transferring scientific processes to new situations.	2.1. Lab and inquiry based lessons will allow student to practice using new knowledge in a dynamic environment. Increase opportunities for writing to show understanding of scientific concepts.	2.1. Department Chair, Administration	2.1. Analysis of results on district quarterly exams and Discovery Education progress monitoring.	2.1. District Quarterly Exams, Biology EOC		
Biology 1 Goal #2: *45% of students will score at level 4 or above on the Biology EOC*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		45%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Strength	9-12	Literacy Coach, Department Chairs	All Staff	Early Release on the 1st and 3rd Wednesdays of every month	Classroom Observations using EEE's evaluation tools to provide feedback.	Administration/Literacy Coach
Technology Tools (eSIS, Snapshot, Discovery Education, FAIR)	9-12	Literacy Coach, Testing Coordinator, Registrar	All Staff	As needed, particularly following progress monitoring for data analysis.	Data chats	Department Chairs, Administration, Literacy Coach
Literacy Coaches Workshops	9-12	District Coordinators	Instructional Literacy Coach	Monthly	Faculty Workshops, Modeling	Administration

Science Budget (Insert rows as needed)

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Independent Practice/Tutorials	Study Island	SAI and Academic Support Fund	Already accounted for in math budget
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaboration with the Common Core	Substitute Teachers	Title 2	$800
Subtotal: $800			
Other			
Strategy	Description of Resources	Funding Source	Amount
Lab Consumables	Chemicals, dissection specimens, etc.	School	$5000
Subtotal: 5000			
Total: $5800			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1.1. Ensure that writing is used in all content areas.	1.1 Written reflections on learning via summarizing on Cornell notes, exit slips, Journals, etc.	1.1. Teachers Literacy Coach Administration	1.1. Performance on District Assessments Observation of element 13 in EEE's DQ2.	1.1. District Writing Prompts FCAT Writing Assessment EEE Protocol for Element 13		
<u>Writing Goal #1A:</u> *90% of students will score at level 3 or higher in writing.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	87% (356)	*90%*					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	

		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analysis of Student Writing – Workshop	9-12	District Coordinator	English 1 and English 2 teachers	Following the two District Writing Prompts	Future Writing Prompt Scores	Administration
Common Core – PLC	9-12	Literacy Coach Department Chairs	All Staff	1st and 3rd Early Release Wednesdays	Classroom Observations	Administration/Literacy Coach
Common Core-Close Reading/ Complex Text/Written Response	9-12	District Coordinators/ Literacy Coach	World History, American History, Biology & Chemistry teachers	October and November	Classroom Observations	Administration/Literacy Coach

Writing Budget (Insert rows as needed)

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Grading Workshop following district writing prompts	Substitutes for participants	Title 2 or School	$2000
Common Core Workshops for Science and Social Studies	Substitutes for participants	Title 2 or School	
Subtotal:$2000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $2000			

End of Writing Goals

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

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

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

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Pacing of the course has changed.	1.1. Teachers will adjust pacing from last year and create appropriate assessments.	1.1. Department Chair, Administration	1.1. Data analysis of student performance on assessments.	1.1. District quarterly exams and the state EOC.		
<u>U.S. History Goal #1:</u> *72% of students will achieve level 3 in US History.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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Rule 6A-1.099811
Revised April 29, 2011

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	1.1. Adjustment of pace by teaching staff.	1.1. Teachers will adjust pacing from last year and create appropriate assessments.	1.1. Department Chair, Administration	1.1. Data analysis of student performance on assessments.	1.1. District quarterly exams and the state EOC.		
U.S. History Goal #2: *20%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*20%*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core – PLC	9-12	Literacy Coach Department Chairs	All Staff	1st and 3rd Early Release Wednesdays	Classroom Observations	Administration/Literacy Coach
Common Core- Close Reading/ Complex Text/ Written Response	9-12	District Coordinators/ Literacy Coach	American History	October and November	Classroom Observations	Administration/Literacy Coach

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
Core Strength Workshop- emphasis on written response to complex text	District Curriculum Coordinators, Substitutes for teacher release from class	Title 2	$400

Subtotal:$400			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Independent Practice & Tutorials	Study Island	Academic Support and School	Already accounted for in math budget
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$400			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$400			

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Being in school on time, every day is not a priority for all students and parents.	1.1. All staff will encourage students to participate in every aspect of campus life. Acknowledge perfect attendance each quarter. Make school engaging, meaningful and fun "Teach 180." Make every day count. Begin class promptly with a meaningful activity.	1. All staff 2. Administration	1.1. Analyze attendance data. Identify 9th and 10th grade students who were attendance issues last year. Track students with 5 or more absences. Reach out to these students early and often.	1. Attendance data reports		

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

<table>
<tr><td rowspan="8">Attendance Goal #1:

96% of students will attend school each day.

Reduce the current number of students with excessive absences from 690 to 660 (5% reduction)</td><td>2012 Current Attendance Rate:*</td><td>2013 Expected Attendance Rate:*</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>94</td><td>96</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2012 Current Number of Students with Excessive Absences (10 or more)</td><td>2013 Expected Number of Students with Excessive Absences (10 or more)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>690</td><td>660</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2012 Current Number of Students with Excessive Tardies (10 or more)</td><td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>52 students</td><td>45 students</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td></td></tr>
<tr><td></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td></td></tr>
</table>

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parking Lot Security	Parking Lot Attendant Position	Parking Fees	$13000
Subtotal: 13000			
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
Perfect Attendance Rewards	Cookie, Ice Cream, Etc.	School	$500
Subtotal: 500			
Total: $13500			

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension	1.1. Most suspensions last year were due to students skipping school.	1.1. Begin an In School Suspension option once each week specifically to address skipping.	1.1. Deans	1.1. Monthly RtI Update, Suspension data	1.1. eSchoolPlus	
Suspension Goal #1: *Enter narrative for the goal in this box.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	NA- No ISS	*100*				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	NA- No ISS	*100*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	262	*200*				

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

	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	160	*150*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1. Every student will successfully complete high school.	1. Make school engaging and fun. Monitor students and provide support. When appropriate, advise students of alternative methods to earn a diploma.	1. Counselors Teachers Administration	1.1. Dropout Rate	1.1. Dropout rate report		
Dropout Prevention Goal #1: *Increase graduation rate to 98%*	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	0.7 %	*0*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	94.8%	*98%*					

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

| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Parents do not know how they can help Parents are volunteering, but hours are not being logged.	1.1. Communicate through multi-media Track all hours through the Keep'N Track system.	1.1. Administration Teachers All Staff Volunteer coordinator	1.1. Survey Check volunteer hours periodically	1.1. District survey		
Parent Involvement Goal #1: BTHS volunteer hours will represent 400% of our student population. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					

	6342 volunteer hours (313 parents= 19%)	*6720 volunteer hours*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Student participation in advanced science courses will increase by 5 percent. Successful implementation of the AP Computer Science class	1. Lack of student confidence that they can successfully complete an AP science class.	1.1. Provide opportunities in various advanced courses. Provide peer tutoring.	1.1. Teachers, administration	1.1. Monitor enrollment and success rate.	1.1. Grades/Master Schedule
	1.2.2.1 First time instructor	1.2. Provide appropriate lab space and resources.	1.2. Administration	1.2. Conferences with teacher and observations of the class.	1.2. AP Test Results
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Increase enrollment in our career academies.* *Complete at least one service learning activity in each academy.*	1.1. Time Constraints at middle schools Time limitations and having it the week of semester finals	1.1. Do presentations at four middle schools before high school showcase Display at High School Showcase on Dec 17k 2012	1.1 Career Specialist Academy & ROTC Teachers, Career Specialist.	1.1. Gains/Losses in enrollment	1.1. Academy Acceptances by deadline
	1.2. Classroom time to do presentations	1.2. Business Academy Students will do Personal Finance Presentations to classrooms	1.2. Business Teacher & Business Partners	1.2. Pre/post test	1.2.
	1.3. None	1.3. Fashion Academy Students will be making aprons for Alzheimer patients	1.3. Fashion teacher	1.3. Hands on skills applied to product	1.3. Finished Product

CTE Professional Development

Professional Development (PD) aligned with					

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Rule 6A-1.099811
Revised April 29, 2011

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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 (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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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
Strategy	Description of Resources	Funding Source	Amount
Purchase MOS software & practice tests		Industry Certification money earned	$5000.00
Purchase new textbooks for Office 2010		Book Allotment	$2000.00
Subtotal:7,000.00			
Strategy	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount
Replace computers in drafting academy		CTE funding from state line item 5300	$12,000.00
Renew AUTOCAD software		CTE funding from state line item 5300	$5000.00
Subtotal:17,000.00			
Strategy	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount
Attend NCAC Review Workshop		CTE funding from state line item 5300	$300.00
Attend STEM Workshop		CTE funding from state line item 5300	$500.00
Subtotal:800.00			
Strategy	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount
Purchase materials for drafting		CTE funding from state line item 5300	$1,000.00
Purchase consumables for Interior & Fashion		CTE funding from state line item 5300	$1,000.00
Subtotal:2,000.00			
Total:34,000.00			

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal	1. Reducing use of phones and the internet to bully.	1.1. Educate students. Promote appropriate communication strategies.	1.1. HOPE Teachers	1.1. Monitor reported incidences.	1.1. Dean's data log
Additional Goal #1: Reduce the number of bullying incidences. Recognize and encourage good character	2012 Current Level :*	2013 Expected Level :*			

		110 conflict resolution meetings were facilitated by the deans.	90 conflict resolution meetings.				
		2.	None	1.2. Teacher Choice Awards, Character Counts Awards	1.2. Administration	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Character Counts Initiative	Banquet for Winners	School Based Funds	1500
Subtotal:1500			
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:1500			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: 6800
CELLA Budget
Total: 0
Mathematics Budget
Total:4500
Science Budget
Total:5800
Writing Budget
Total:2000
Civics Budget
Total:
U.S. History Budget
Total:400
Attendance Budget
Total:13500
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
STEM Budget
Total:
CTE Budget
Total:34000
Additional Goals
Total:1500

	Grand Total: $61,700

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent

Are you reward school? □Yes   X No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

   X 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.
SAC meets monthly to discuss school issues, monitor progress towards our goals and vote on funding requests.

Describe the projected use of SAC funds.	Amount

Professional Development	2000
Technology	3000