# FLORIDA DEPARTMENT OF EDUCATION

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

## Proposed for 2012-2013

# 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: CURRENT SCHOOL STATUS

### School Information

| | |
|---|---|
| School Name: SAIL High School | District Name: Leon County |
| Principal: Tiffany Thomas | Superintendent: Jackie Pons |
| SAC Chair: Sandy Thompson | Date of School Board Approval: |

### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

### Administrators

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

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| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
|---|---|---|---|---|---|
| Principal | Tiffany Thomas | Educational Leadership (all levels), Social Studies (6-12), Reading Endorsement | 7 | 2 | **SAIL High School 11-12=Not Available**<br>*AYP:NO<br>*Reading: 68% Proficient,76%Learning Gains, 77% Lowest 25 Making a Year's Worth of Progress<br>*Math: 55% Proficient, 51% Learning Gains, 30% Lowest 25 Making a Year's Worth of Progress<br><br>**SAIL High School 10-11=A**<br>*AYP:NO<br>*Reading: 63% Proficient,61%Learning Gains, 58% Lowest 25 Making a Year's Worth of Progress<br>*Math: 83% Proficient, 78% Learning Gains, 68% Lowest 25 Making a Year's Worth of Progress<br><br>**SAIL High School 09-10 =B**<br>* AYP: NO<br>* Reading: 67% Proficient, 57% Learning Gains, 39% Lowest 25<br>* Math: 83% Proficient, 76% Learning Gains, 62% Lowest 25 Making a Year's Worth of Progress<br><br>**SAIL High School 08-09 = B**<br>* AYP: NO<br>* Reading: 57% Proficient, 46% Learning Gains, 37% Lowest 25 Making a Year's Worth of Progress<br>* Math: 75% Proficient, 79% Learning Gains, 73% Lowest 25 Making a Year's Worth of Progress |
| Assistant Principal | Cathrine Hansen | Educational Leadership (All Levels) Elementary Education (1-6) Reading/Endorsement | 0 | 0 | **SAIL High School 11-12=Not Available**<br>*AYP:NO<br>*Reading: 68% Proficient,76%Learning Gains, 77% Lowest 25 Making a Year's Worth of Progress<br>*Math: 55% Proficient, 51% Learning Gains, 30% Lowest 25 Making a Year's Worth of Progress<br><br>**SAIL High School 10-11=A**<br>*AYP:NO<br>*Reading: 63% Proficient,61%Learning Gains, 58% Lowest 25 Making a Year's Worth of Progress<br>*Math: 83% Proficient, 78% Learning Gains, 68% Lowest 25 Making a |

|  |  |  |  |  | Year's Worth of Progress<br><br>**SAIL High School 09-10 =B**<br>* AYP: NO<br>* Reading: 67% Proficient, 57% Learning Gains, 39% Lowest 25<br>* Math: 83% Proficient, 76% Learning Gains, 62% Lowest 25 Making a Year's Worth of Progress<br><br>**SAIL High School 08-09 = B**<br>* AYP: NO<br>* Reading: 57% Proficient, 46% Learning Gains, 37% Lowest 25 Making a Year's Worth of Progress<br>* Math: 75% Proficient, 79% Learning Gains, 73% Lowest 25 Making a Year's Worth of Progress |
|---|---|---|---|---|---|

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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) |
|---|---|---|---|---|---|
| Reading/ Literacy | Emily Bell | B.S Secondary English Ed. GA and FL Cert. 6-12 English, P-12 Reading Endorsement, P-12 Media Specialist | 0 | 0 | **SAIL High School 11-12=Not Available** *AYP:NO *Reading: 68% Proficient,76%Learning Gains, 77% Lowest 25 Making a Year's Worth of Progress *Math: 55% Proficient, 51% Learning Gains, 30% Lowest 25 Making a Year's Worth of Progress **SAIL High School 10-11=A** *AYP:NO *Reading: 63% Proficient,61%Learning Gains, 58% Lowest 25 Making a Year's Worth of Progress *Math: 83% Proficient, 78% Learning Gains, 68% Lowest 25 Making a Year's Worth of Progress **SAIL High School 09-10 =B** * AYP: NO * Reading: 67% Proficient, 57% Learning Gains, 39% Lowest 25 * Math: 83% Proficient, 76% Learning Gains, 62% Lowest 25 Making a  Year's Worth of Progress **SAIL High School 08-09 = B** * AYP: NO * Reading: 57% Proficient, 46% Learning Gains, 37% Lowest 25 Making a     Year's Worth of Progress * Math: 75% Proficient, 79% Learning Gains, 73% Lowest 25 Making a  Year's Worth of Progress |

## Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date |
|---|---|---|
| 1. Recruit teachers with multiple certifications via school web site and District web site. | Tiffany Thomas, Principal | On-going as vacancies occur |
| 2. SAIL has an extremely high teacher retention rate due to strong commitment to the SAIL mission and democratic way of work. The climate survey showed 100% of | Tiffany Thomas, Principal | On-going |

| | | |
|---|---|---|
| teachers believe SAIL has a quality planning process. | | |
| 3.  Teacher Mentoring Program | Cathrine Hansen, Assistant Principal | Completed annually for all new teachers |
| 4.  Provide Leadership Opportunities | Tiffany Thomas, Principal | Annually |
| 5.  Professional Development | Cathrine Hansen, Assistant Principal | Annually |
| 6.  Regular Meetings of New Teachers with Principal | Tiffany Thomas, Principal | Monthly |

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### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| | |

### *Staff Demographics*

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|---|---|---|---|---|---|---|---|---|---|
| 28 | 7%(2) | 21%(6) | 31%(8) | 46%(12) | 39%(11) | 96%(27) | 7%(2) | 7%(2) | 3%(1) |

### *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 |
|---|---|---|---|
| Marcia Cone | Roderick Wilkerson | Math Certified | Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences. |

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

Identify the school-based MTSS leadership team.

*Tiffany Thomas– Principal*

   Provides a common vision for the school RTI plan to staff, students, parents and community.

*Cathrine Hansen– Assistant Principal*

   Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

*Lon Sweat – Guidance Counselor*

   Provides information about guidance services and coordinates outside interventions for students.

*Charles Robshaw – ESE Teacher*

   Provides information about ESE services and Tier 1/2/3 interventions.

*Emily Bell - Reading Teacher and Reading Coach/Media Specialist*

   Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies assists with design and delivery of professional development relative to implementation of effective reading strategies.

*Barry Taylor – Dean & Teacher*

   Provides information about attendance history and discipline data. Assists with data analysis, intervention planning, and program evaluation.

*Select General Education Teachers- One representative from each grade level*

Provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.

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

The leadership team's focus is on student needs; developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets once a week. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring) and teacher observations. The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks.  Based on evaluation of data and identification of student needs the team will identify professional development and resources needed and a timeline for implementation and data collection. In addition, the intervention team may refer some situations to a district intervention specialist and/or the school social worker. Based on evaluation of data and identification of student needs the team will identify interventions.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The RtI leadership team worked with grade level and department teams to identify school needs and strengths.  The team worked with the entire staff to develop specific tier 1 strategies for reading, math, writing and science.  The RTI Leadership team also met with the administration and other staff representatives to help develop the SIP.  The team also collaborated with the School Advisory Council to obtain input from the council. The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals.

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

Baseline data for reading is obtained through the FAIR assessment and previous test information.  The data is made available through the use of the Progress Monitoring and Reporting Network (PMRN). Progress Monitoring is obtained through the administration of FAIR, Curriculum Based Measurements, and other FCAT simulation assessments.

Midyear data is obtained through FAIR assessments and other FCAT simulation assessments. End of year data is obtained through FAIR, and FCAT.

In addition, data from PLATO Learning Systems, Reading Edge, Pinpoint Attendance, Educator's Handbook Discipline Reports, Pinpoint Grading Reports, Educators Handbook and Data Director is used to inform instruction and address individual student needs.

Describe the plan to train staff on MTSS.

Professional development will be provided at staff meetings.

*School-Wide RTI*
➢ RTI Review
➢ Intervention Assistance Team Role and Responsibilities
➢ RTI Tuesday Process
➢ Electronic Educators Handbook
➢ Focus and pacing calendars

Describe the plan to support MTSS.

TEC and Title II resources will provide professional development in the area of Instructional Focus Calendars and Response to Intervention. Resources will provide time for the following.

*Instructional Focus Calendar*
• Teacher collaboration
• Subject area discussions
• Template completion and implementation
**Instructional focus calendar trainings will be conducted throughout the 2012-2013 school year**

*Response to Intervention*
• Team/grade collaboration about students
• Collaboration with administration, guidance and/or reading coach
• Conduct student conference
• Conduct parent teacher conference

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| **<u>Annual review in August of school RTI plan and available resources; training on RTI with all new teachers during preplanning week</u>**<br><br>**<u>On Going Plan: Identify Students of Concern</u>**<br>• <u>Teachers complete student referral form for all students with whom they have academic and/or behavioral concerns.</u><br>• <u>Teachers discuss student concerns weekly in faculty meeting. Follow-up meetings are arranged through the guidance office as needed.</u><br>• <u>Teachers discuss interventions for students and successes; interventions are put into place and monitored for student success.</u><br>• <u>Students identified by several teachers will be referred to the RtI Leadership Team and/or IAT team for more discussion.</u> |

*Literacy Leadership Team (LLT)*

| School-Based Literacy Leadership Team |
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| **Identify the school-based Literacy Leadership Team (LLT).**<br>The reading coaches, language arts teachers, along with the Principal and other content area teachers will serve as the Literacy Leadership Team with Emily Bell and Cathrine Hansen as co-chairs. |
| **Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).**<br>The LLT meets monthly to plan for teacher in-service as related to literacy, to review assessment data, and to plan for school-wide activities that focus on literacy. |
| **What will be the major initiatives of the LLT this year?**<br>The first initiative is to plan literacy in-service opportunities for the staff. There will be focused literacy activities each month and small group follow up and assessment. In addition the LLT will work with all departments to improve students' critical reading skills. |

*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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*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?

All teachers have had training in several literacy strategies:
FCAT Power Words, FCAT Test specifications, Summarizing (Strategy for defining, summarizing and explaining major concepts), Strategies and explanations for FCAT Reading Clusters, Reading in the Content Areas.

In addition, teachers will be offered training in the following learning strategies this year:
**Pre-reading strategies**: Activating prior knowledge, Predicting and Previewing (Prediction-It's kind of like the Weather), Assessing and Building Prior Knowledge (Anticipation Guides), Set the Purpose (K-W-L).
**During Reading Strategies**: Vocabulary, Questioning, Note taking Strategies
**After Reading Strategies**: Responding to text through writing, Summarizing, Think-Pair-Share
**Review of Writes Upon Request** and grading rubric adapted for content teachers
**Testing Tips**
**Study Tips**
**FCAT 2.0**
**Focus Calendars**

In monthly PLC's teachers report on reading strategy use. Each PLC is chaired by a LTT member. In addition, each teacher will have a reading goal in their IPDP.

*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?

SAIL offers a wide variety of academic and elective courses. Departments plan interdisciplinary lessons and projects that allow students to apply academic concepts to real world applications like planning a trip or researching a college. Teachers also incorporate students' interest in their classroom planning and instruction.

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?

Students' interests are taken into account through interest and career planning surveys. College readiness math and English courses prepare students for college assessments, research papers, college visits and other technical/vocational school options.

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*Postsecondary Transition*

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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| SAIL provides dual-enrollment courses, SAT/ACT preparation, college readiness courses and exam prep for PERT, and research strategies.  A survey issued to seniors provides feedback on college readiness resources. |

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

| Reading Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.** | | | 1A.1. Student goal setting | 1A.1. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success | 1A.1. Principal/Assistant Principal | 1A.1. Monitoring of progress toward goals, progress report and 9 week grades, | 1A.1. Appropriate benchmark assessment; classroom observation tools; various classroom assessments |
| Reading Goal #1A: In grades 9-10, 32% of students will score at level 3 on the 2013 FCAT Reading Assessment. | 2012 Current Level of Performance:* 45% ( 43) | 2013 Expected Level of Performance:* 32% (64) | | | | | |
| | | | 1A.2. . Learning styles | 1A.2.Teachers will vary presentation and differentiate based on learning styles. | 1A.2. Principal/Assistant Principal | 1A.2. Administration will conduct walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments | 1A.2. FCAT data, DA progress monitoring assessments, 9 week grades, FCAT results, teacher evaluation |
| | | | 1A.3. Student attendance | 1A.3. Attendance conference | 1A.3.Assistant Principal | 1A.3. Review and analyze attendance data reports | 1A.3. Review and analyze attendance data reports |
| **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: N/A | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.** | | | 2A.1. Lack of AP courses | 2A.1. Professional development on differentiated instruction | 2A.1. Administration and teachers | 2A.1. Administration will conduct walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments | 2A.1. FCAT data, DA progress monitoring assessments, 9 week grades, FCAT results, teacher evaluation |
| Reading Goal #2A: In grades 9-10, 34% of students will score at level 4 or 5 on the 2013 FCAT Reading Assessment. | 2012 Current Level of Performance:* 46%(88) | 2013 Expected Level of Performance:* 34%(68) | | | | | |
| | | | 2A.2. Student goal setting | 2A.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success | 2A.2. Principal/Assistant Principal | 2A.2. Monitoring of progress toward goals | 2A.2. Appropriate benchmark assessment; classroom observation tools; various classroom assessments |
| | | | 2A.3. | 2A.3. | 2A.3. | 2A.3. | 2A.3. |
| | | | | | | | |
| Reading Goal #2B: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* *Enter numerical data for current 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 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.** | | | 3A.1. Student attendance | 3A.1. Attendance conferences, intervention team referral | 3A.1. Assistant Principal | 3A.1. Review and analyze attendance data reports | 3A.1. Genesis red school house/Pinpoint attendance database |
| Reading Goal #3A:<br>In grades 9-10, 65% of students will make learning gains on the 2013 FCAT Reading Assessment | 2012 Current Level of Performance:*<br>76%(145) | 2013 Expected Level of Performance:*<br>65%(131) | | | | | |
| | | | 3A.2. Learning styles | 3A.2. Teachers will vary presentation and differentiate based on learning styles. | 3A.2. Principal/Assistant Principal | 3A.2. Administration will conduct walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments | 3A.2. FCAT data, DA progress monitoring assessments, 9 week grades, FCAT results, teacher evaluation |
| | | | 3A.3. Student goal setting | 3A.3. Student achievement chats will be conducted with all students following FAIR assessments | 3A.3. Principal, Assistant Principal and Teachers | 3A.3. Administrators will review Student Achievement Chats during walkthroughs | 3A.3. FAIR assessments, FCAT results and 9-week grades. Progress Reports and End of semester grades |
| **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:<br>N/A | 2012 Current Level of Performance:*<br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br>*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. |

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

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.** | | | 4A.1. Student attendance | 4.1. Attendance conferences, intervention team referral | 4.1. Assistant Principal | 4.1. Review and analyze attendance data reports | 4.1. Genesis red school house /Pinpoint attendance database |
| Reading Goal #4A: *In grades 9-10 60% of students performing in the Lowest 25% will make learning gains on the 2012 FCAT Reading Assessment* | 2012 Current Level of Performance:* 70%(26) | 2013 Expected Level of Performance:* 60%(35) | | | | | |
| | | | 4.A.2. Learning styles | 4A.2. Teachers will vary presentation and differentiate based on learning styles. | 4.A.2. Principal/Assistant Principal | 4.A.2. Administration will conduct walk-throughs focusing on delivery of instruction and instructional level of assignments and assessments | 4.A.2. FCAT data, DA progress monitoring assessments, 9 week grades, FCAT results, teacher evaluation |
| | | | 4.A.3 Parent support | 4.A.3. Parent teacher conferences | 4.A.3. Guidance Counselor, Administrators | 4.A.3. Progress monitor grades, attendance and behavior | 4.3. Genesis/Pinpoint, Data Director, Educator's handbook |
| **4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.** | | | 4B.1. | 4B.1. | 4B.1. | 4B.1. | 4B.1. |
| Reading Goal #4B: N/A | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 4B.2. | 4B.2. | 4B.2. | 4B.2. | 4B.2. |
| | | | 4B.3. | 4B.3. | 4B.3. | 4B.3. | 4B.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** | | | | | | |
| Reading Goal #5A: | | | | | | | |

| 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.** | | | 5.B.1. Student attendance | 5.B.1. Attendance conferences, intervention team referral, | 5.B.1. Assistant Principal | 5.B.1. Review and analyze attendance data reports | 5.B.1. Genesis red school house/Pinpoint attendance database | |
| Reading Goal #5B: *In grades 9-10 66% of white students will make satisfactory progress on the 2012 FCAT Reading Assessment.* | 2012 Current Level of Performance:* White: 26% (34) Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance:* White: 66%(48) Black: Hispanic: Asian: American Indian: | | | | | | |
| | | | 5.B.2 Student goal setting | 5.B.2. Student achievement chats will be conducted with all students following FAIR assessments | 5.B.2. Principal, Assistant Principal and Reading Coach | 5.B.2. Administrators will review Student Achievement Chats during walkthroughs | 5.B.2. FAIR assessments, FCAT results and 9-week grades  Progress Reports and End of semester grades | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **5C. English Language Learners (ELL) not making satisfactory progress in reading.** | | | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| Reading Goal #5C:<br><br>**N/A** | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **5D. Students with Disabilities (SWD) not making satisfactory progress in reading.** | | | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. |
| Reading Goal #5D:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*50 (17)* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **5E. Economically Disadvantaged students not making satisfactory progress in reading.** | | | 5.E.1. Student attendance | 5.E.1. Attendance conferences, intervention team referral, | 5.E.1. Assistant Principal | 5D.1. Review and analyze attendance data reports | 5D.1. Genesis red school house/Pinpoint attendance database |
| Reading Goal #5E:<br>*In grades 9-10 58% of economically disadvantaged students will make adequate yearly progress on the 2013 FCAT 2.0 Reading Assessment* | 2012 Current Level of Performance:*<br>37% (21) | 2013 Expected Level of Performance:*<br>58%(16 ) | | | | | |
| | | | 5.E.2 Student goal setting | 5.E.2.  Student achievement chats will be conducted with all students following FAIR assessments | 5.E.2.  Principal, Assistant Principal and Reading Coach | 5.E.2.  Administrators will review Student Achievement Chats during walkthroughs | 5.E.2.  FAIR assessments, FCAT results and 9-week grades<br><br>Progress Reports and End of semester grades |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

## Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content/Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Achieve 3000 | 9th, 10th teachers | Instructional Coaches | All English teachers & social studies teachers at 9th & 10th grade | Team Meetings twice a month; | iObservation documentation; | Principal/Assistant Principal |
| Providing Clear Learning Goals and Rubrics | 9-12 | Teacher Leader | All Teachers | Team Meetings once a month; ongoing throughout the year | iObservation documentation; Teacher Evaluation Portfolio | Principal/Assistant Principal |
| Literacy in the content area | 9-12 | Literacy Team | All Teachers | Team meetings - Once a month faculty meetings | iObservation documentation; Teacher Evaluation Portfolio | Principal/Assistant Principal |
| Effective analysis of FAIR, FCAT and Riverside data to differentiate instruction | 9-12 grades | Principal Assistant, Principal | Teachers | Sept 2011 –May 2012 On-going follow-up training will be provided throughout the year | Lesson Plans Classroom Visits Student Data | Principal Assistant Principal |

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

**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 |
| Higher Level Questioning Overview | Online FCAT Resources, FCAT 2.0 | Free resources | 0.00 |
| | | | |
| | | | **Subtotal:** |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Analysis of FAIR data, FCAT data and Riverside to differentiate instruction | FAIR, FCAT, Riverside | Title II | $550 |
| Achieve 3000 | On-line Reading Comprehension Development program | District Funded | 0.00 |
| | | | **Subtotal:550.00** |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Developing appropriate rubrics | Reading Coach | Free | 0.00 |
| Literacy Strategies Workshops | Teacher led workshops | Title II | $450 |
| Achieve 3000 Workshops | On-going professional development for teachers using the program | District Funded | |
| | | | **Subtotal:450.00** |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | **Subtotal:1000.00** |
| | | | **Total:1000.00** |

*End of Reading Goals*

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

**<u>Algebra 1 End-of-Course (EOC) Goals</u>** *(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.Reading skills | 1.1. The Teacher will teach vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences. | 1.1. Principal or designee | 1.1. Classroom observation and assessments | 1.1.iboservation; classroom observations |
| Algebra 1 Goal #1:<br><br>Of the students taking the Algebra I EOC, 42% will score at level 3 or higher. | <u>2012 Current Level of Performance:*</u><br><br>**55%(57)** | <u>2013 Expected Level of Performance:*</u><br><br>**42% (29 students)** | | | | | |
| | | | 1.2.Student goal setting | 1.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success | 1.2. Principal/Assistant Principal | 1.2. Monitoring of progress toward goals | 1.2.Appropriate benchmark assessment; classroom observation tools; various classroom assessments |
| | | | 1.3. Testing strategies | 1.3. The teacher will review and practice testing strategies and content. | 1.3. Principal /Assistant Principal | 1.3. Classroom observations | 1.3. iObservation, Progress monitoring assessments |
| 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. The pacing of the coursework. | 2.1. Teachers will provide differentiated instruction. | 2.1. Principal /Assistant Principal | 2.1. Classroom observation and assessments | 2.1. Appropriate benchmark assessment; classroom observation tools; various classroom assessments |
| Algebra Goal #2:<br><br>Of the students taking the Algebra I EOC, 14% will score at or above level 4 or 5. | <u>2012 Current Level of Performance:*</u><br><br>**12%(13)** | <u>2013 Expected Level of Performance:*</u><br><br>**14%(9 students)** | | | | | |
| | | | 2.2.Student goal setting | 2.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success | 2.2. Principal/Assistant Principal | 2.2. Monitoring of progress toward goals | 2.2.Appropriate benchmark assessment; classroom observation tools; various classroom assessments |

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

| 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:<br><br>*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 Algebra 1.** | | 3B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | |
| Algebra 1 Goal #3B:<br><br>*Enter narrative for the goal in this box.* | **2012 Current Level of Performance:\***<br>*Enter numerical data for current level of performance in this box.*<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | **2013 Expected Level of Performance:\***<br>*Enter numerical data for expected level of performance in this box.*<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | | | | | |
| | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |
| | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | |

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.** | | | 3.E.1. Student attendance | 3.E.1. Attendance conferences, intervention team referral, | 3.E.1. Assistant Principal | 3.E.1 Review and analyze attendance data reports | 3.E.1 Genesis red school house attendance database |
| Algebra 1 Goal #3E: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 3E.2 Student goal setting | 3.E.2. Student achievement chats will be conducted with all students following FAIR assessments | 3.E.2. Principal, Assistant Principal and Reading Coach | 3.E.2. Administrators will review Student Achievement Chats during walkthroughs | 3.E.2. FAIR assessments, FCAT results and 9-week grades  Progress Reports and End of semester grades |
| | | | 3.E.3 | 3E.3. | 3E.3. | 3E.3. | 3E.3. |

*End of Algebra 1 EOC Goals*

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

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

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

| Geometry EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Students scoring at Achievement Level 3 in Geometry.** | | | 1.1.Time management | 1.1.Computer based testing practice | 1.1.Math teachers, testing coordinator, Assistant Principal | 1.1. analyze student test results and DA testing | 1.1. Glencoe online Geometry, DA results |
| Geometry Goal #1:<br><br>Of the students taking the Geometry EOC, 37 % will score at level 3. | 2012 Current Level of Performance:* <br> N/A | 2013 Expected Level of Performance:* <br> **37% (49 students)** | | | | | |
| | | | 2.2.<br>Student goal setting | 2.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success | 2.2.Principal/Assistant Principal | 2.2. Monitoring of progress toward goals | 1.1.Appropriate benchmark assessment; classroom observation tools; various classroom assessments |
| | | | 2.3.Student attendance | 2.3. Attendance conference, | 3.3.Assistant Principal | 3.3.Review and analyze attendance data reports | 2.3. Review and analyze attendance data reports |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.** | | | 2.1. Pacing does not meet the needs of higher achieving students. | 2.1. Provide online opportunities and extra practice | 2.1. Geometry teachers | 2.1. Students maintain high scores on classroom assignments and assessments | 2.1. Progress monitoring, classwork, class assessments, and End of Course Exam |
| Geometry Goal #2:<br><br>Of the students taking the Geometry EOC, 14% will score at or above level 4 or 5. | 2012 Current Level of Performance:* <br> N/A | 2013 Expected Level of Performance:* <br> **14%(17 students )** | | | | | |

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

| | | 2.2.Student goal setting | 2.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success | 2.2. Principal/Assistant Principal | 2.2. Monitoring of progress toward goals | 2.2.Appropriate benchmark assessment; classroom observation tools; various classroom assessments |
|---|---|---|---|---|---|---|
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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

| 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:<br><br>*Enter narrative for the goal in this box.* | | | | | | |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **3B. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.** | | | 3B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| Geometry Goal #3B:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>White:15% (9)<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.*<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **3E. Economically Disadvantaged students not making satisfactory progress in Geometry.** | | | 3.E.1. Student attendance | 3.E..1. Attendance conferences, intervention team referral, | 3.E.1. Assistant Principal | 3.E.1. Review and analyze attendance data reports | 3.E.1. Genesis red school house attendance database |
| Geometry Goal #3E: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *14% (4 students)* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | 5D.2 | | 3E.2.  Student goal setting | 3E.2.  Student achievement chats will be conducted with all students following FAIR assessments | 3E.2 Principal, Assistant Principal and Reading Coach | 3E.2.  Administrators will review Student Achievement Chats during walkthroughs | 3E.2.  FAIR assessments, FCAT results and 9-week grades  Progress Reports and End of semester grades |
| | | | 3E.3. | 3E.3. | 3E.3. | 3E.3. | 3E.3. |

*End of Geometry EOC Goals*

## Mathematics Professional Development

| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities** | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content/Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Glencoe Assessments | 9-12 | Math Teachers | Math Teachers | Monthly department meetings | Classroom observation | Principal/Assistant Principal |
| Effective analysis of DA, FCAT and Riverside Data Director to differentiate instruction | 9-12 grades | Principal Assistant Principal | Teachers | Sept 2011 –May 2012 On-going follow-up training will be provided throughout the year | Lesson Plans Classroom Visits Student Data | Principal/Assistant Principal |
| Understanding levels of complexity in mathematics problem solving | 9-12 | Math Teachers | Math Department | Monthly | Lesson study results | Principal/Assistant Principal |

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

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

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|---|---|---|---|
| **Evidence-based Program(s)/Materials(s)** | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Overview of Accelerated Math | Accelerated Math | Previously funded | 0.00 |
| | | | |
| | | | **Subtotal:** |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Continued implementation of Data Director | Data Director | District Funds | 0.00 |
| | | | |
| | | | **Subtotal:** |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Understanding levels of complexity in mathematics problem solving | Algebra 1 and Geometry pacing guides and textbook resources | Free | 0.00 |
| Content Analysis/assessment | Riverside  Program | Free | 0.00 |
| | | | **Subtotal:** |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | **Subtotal:0.00** |
| | | | **Total:0.00** |

*End of Mathematics Goals*

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

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

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

| Biology 1 EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Students scoring at Achievement Level 3 in Biology 1.** Biology 1 Goal #1: Of the students taking the Biology EOC, 30% will score at level 3. | 2012 Current Level of Performance:* *N/A* | 2013 Expected Level of Performance:* **30%(34 students)** | 1.1.Students lack skills that enable them to use look for errors in logic or reasoning | 1.1. The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented. | 1.1.Principal, Assistant Principal | 1.1.Observation of students using strategies; classroom assessments | 1.1.iobservation; classroom walkthroughs; examination of evidence provided by teacher |
| | | | 2.1. Lack of motivation and engagement | 2.1. Teachers will engage students in complex tasks that require them to generate and test hypotheses and incorporate hands on learning activities. | 2.1. Principal or Assistant Principal | 2.1. Classroom observation | 2.1.iObservation; classroom observations |
| | | | 3.1.Student attendance | 3.1. Attendance conference | 3.1.Assistant Principal | 3.1.Review and analyze attendance data reports, parent conferences to | 2.1.iObservation; classroom observations |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.** Biology 1 Goal #2: Of the students taking the Biology EOC,25% will score at level 4 and 5. | 2012 Current Level of Performance:* *N/A* | 2013 Expected Level of Performance:* *25% (29) students)* | 2.1.Students lack skills that enable them to use look for errors in logic or reasoning | 2.1. The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented. | 2.1.Principal, Assistant Principal | 2.1.Observation of students using strategies; classroom assessments | 2.1.iobservation; classroom walkthroughs; examination of evidence provided by teacher |
| | | | 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*

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

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

## Science Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <br> 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 |
| Effective analysis of DA, FCAT and Riverside data to differentiate instruction | 9-12 grades | Principal/ Assistant Principal | Teachers | Sept 2012 –May 2013 On-going follow-up training will be provided throughout the year | Lesson Plans Classroom Visits Student Data | Principal/ Assistant Principal |
| | | | | | | |
| | | | | | | |

## Science Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Data director student assessment analysis | Data Director | District Funded | 0.00 |
| SMART Biology Classroom training | Laptops, censors | EETT district grant | 0.00 |
| | | | Subtotal:0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal:0.00 |
| | | | Total:0.00 |

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

*End of Science Goals*

## 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.A.1. Instruction specific to writing improvement and grades. | 1.A.1. Teachers will incorporate writing strategies in all classes. | 1.A.1.Teachers, Administration | 1.A.1. iObservation, WUR scores will predict to achievement level on FCAT writing. | 1.A.1.Evaluation, WUR, FCAT writing scores |
| Writing Goal #1A:  In grades 9-10, 70% of students will score at level 3.5 or higher on the 2013 FCAT Writing | 2012 Current Level of Performance:*  **87%(170 )** | 2013 Expected Level of Performance:*  **70% (142 )** | | | | | |
| | | | 1A.2. Student goal setting | 1.A.2.  Student achievement chats will be conducted with all students following WUR assessments | 1.A.2.  Principal, Assistant Principal and Teachers | 1.A.2.  Administrators will review Student Achievement Chats during walkthroughs | 1.A.2. WUR assessments, FCAT results and 9-week grades  Progress Report and End of semester grades |
| | | | 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:  **N/A** | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

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

| *Enter narrative for the goal in this box.* | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
|---|---|---|---|---|---|---|
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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

**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 |
| Writes Upon Request Student Scoring | Grades 9-10 | Literacy Team | Teachers | Quarterly | Student quarterly writing assessments | Principal and Assistant Principal |
| Effective analysis of WUR, FCAT and Riverside data to differentiate instruction | Grades 9-12 | Principal, Assistant Principal | Teachers | Sept 2012 –May 2013 On-going follow-up training will be provided throughout the year | Lesson Plans Classroom Visits Student Data | Principal Assistant Principal |
| Vocabulary in the Classroom | Grades 9-12 | Literacy Team | Teachers | Quarterly | Student quarterly writing assessment & Improved student writing samples/projects/ assessments | Principal and Assistant Principal |

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

| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Analysis of WUR data, FCAT data and Riverside to differentiate instruction | WUR, FCAT and Riverside | Title II | $350 |
| Literacy Strategies Workshops | Teacher led workshops | SIP Funds | $450 |
| | | | Subtotal:800.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |

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

| | | | Subtotal: |
|---|---|---|---|
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal:800.00 |
| | | | Total:800.00 |

*End of Writing Goals*

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

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

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

| U.S. History EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Students scoring at Achievement Level 3 in U.S. History.** | | | 1.1. Students unfamiliar with End of Course Exam format/questioning | 1.1. Utilize practice test and sample questions | 1.1. Social Studies Teachers | 1.1. Teacher created test. | 1.1. Progress Monitoring tests, End of Course Exam, classroom assessments |
| U.S. History Goal #1: Of the students taking the U.S. History EOC, 45% will score at level 3. | 2012 Current Level of Performance:* *N/A* | 2013 Expected Level of Performance:* **45% (58 students)** | | | | | |
| | | | 1.2. Student difficulty in reading comprehension | 1.2. Increase instruction in content related vocabulary | 1.2. Social Studies Teachers | 1.2. | 1.2. Progress Monitoring tests, End of Course Exam, classroom assessments |
| | | | 1.3. Lack of critical thinking skills | 1.3. Implement higher order questioning in daily work and regular assessments | 1.3. Social StudiesTeachers | 1.3. | 1.3. Progress Monitoring tests, End of Course Exam, classroom assessments |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.** | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| U.S. History Goal #2: Of the students taking the U.S. History EOC, 20% will score at level 4 and 5. | 2012 Current Level of Performance:* *N/A* | 2013 Expected Level of Performance:* *20% (26 students)* | | | | | |
| | | | 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 |
| Textbooks | 9-12 | Teachers, SS County Liaison | Social Studies teachers | Monthly meetings | Lesson Plans, Observations, Post-conferences | Principal/Assistant Princpal |
| | | | | | | |
| | | | | | | |

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

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

*End of U.S. History Goals*

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

**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.Parental involvement | 1.1.Attendance conference, parent teacher conference, probation agreements | 1.1.Assistant Principal | 1.1. Review Genesis/Pinpoint attendance reports bi-weekly | 1.1.Red School House Genesis/Pinpoint |
| Attendance Goal #1: In grades 9-12, 90% of our students will attend school regularly. | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | | |
| | **92%(349)** | **90%(347)** | | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | | |
| | **36%(137)** | **35%(135)** | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
| | **7%(26)** | **6%(23)** | | | | | |
| | | | 1.2.Student motivation | 1.2.Teacher and student mentorship | 1.2. Principal, Assistant Principal | 1.2. Bi-weekly reports at staff meeting | 1.2. Red School House Genesis/Pinpoint |
| | | | 1.3.Peer pressure | 1.3.Afterschool tutorial, Attendance probation | 1.3. Assistant Principal | 1.3. Review offences related to attendance in Educator's Handbook bi-weekly | 1.3.Genesis/Pinpoint attendance summary, Educator's Handbook |

**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 input and analysis-Genesis Red School  House/Pinpoint | 9-12 | Carrie Perkins, Blayne White, Teachers | All teachers | August 2012, as needed | Excessive absences reports will determine students who need some type of intervention based on their individual situation. | Principal, Assistant Principal |
| Pinpoint | 9-12 | District | Office staff | August 2012 | Daily and weekly monitoring of attendance matters | Assistant Principal |
|  |  |  |  |  |  |  |

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

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  | **Subtotal:** |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Pinpoint training-Red school house training | Pinpoint Program/Genesis Red School House | District | 0.00 |
|  |  |  |  |
|  |  |  | **Subtotal:0.00** |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  | **Subtotal:** |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  | **Subtotal:0.00** |
|  |  |  | **Total:0.00** |

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

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

*End of Attendance Goals*

**Suspension Goal(s)**

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

| Suspension 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.Parental Support | 1.1.Teacher parent conferences Probation agreement, intervention team referral, Mentor program | 1.1.Principal, Assistant Principal, Dean | 1.1. Weekly staff meeting updates, Intervention team | 1.1.Behavior contracts, parent portal, attendance records |
| Suspension Goal #1: To maintain our current low rate of student suspensions, our goal is set at less than 10% of students will have an out-of- school suspension. | 2012 Total Number of In –School Suspensions | 2013 Expected Number of In- School Suspensions | | | | | |
| | **0** | **0** | | | | | |
| | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In -School | | | | | |
| | **0** | **0** | | | | | |
| | 2012 Total Number of Out-of- School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | | |
| | **7%(25)** | **6%(23)** | | | | | |
| | 2012 Total Number of Students Suspended Out- of- School | 2013 Expected Number of Students Suspended Out- of-School | | | | | |
| | **7%(25)** | **6%(23)** | | | | | |
| | | | 1.1.Limited alternative consequences | 1.1.Conduct individual student conference Conduct parent teacher conference | 1.1. Teachers, Dean, Principal, and Assistant Principals | 1.1.Conference notes Conduct-follow-ups with student, teacher, and parent. | 1.1. Review discipline data and teacher referrals Academic progress reports, end of nine-weeks grades |
| | | | 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 |
| Training on Educator's Handbook software to report student behavior referrals | 9-12 | Barry Taylor | All staff | September 2012 and ongoing | Educator's Handbook reports | Administration, Barry Taylor, Dean |
| | | | | | | |
| | | | | | | |

### 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*

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

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

## <u>Dropout Prevention Goal(s)</u>
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)).

<table>
<tr><th colspan="2">Dropout Prevention Goal(s)</th><th colspan="5">Problem-solving Process to Dropout Prevention</th></tr>
<tr><td colspan="2">Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="2"><b>1. Dropout Prevention</b><br><br><u>Dropout Prevention Goal #1:</u><br>In grades 9-12, the dropout rate will be 5% or less.<br><br>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</td><td>1.1. Student engagement</td><td>1.1. Provide real world experiences, engaging activities and attendance conferences as needed.</td><td>1.1.Principal and Assistant Principal</td><td>1.1 attendance reviewed, attendance trends analyzed</td><td>1.1 Genesis /Pinpoint attendance reports</td></tr>
</table>

Nested table (within Goal column):

| <u>2012 Current Dropout Rate:*</u> | <u>2013 Expected Dropout Rate:*</u> |
|---|---|
| *N/A* | *5% or less* (19 students) |
| <u>2012 Current Graduation Rate:*</u> | 2013 Expected Graduation Rate:* |
| *N/A* | *82%* |

| | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| | | 1.2.Parent Involvement | 1.2.Contact parents when student misses three or more unexcused days<br><br>Referral to school social worker when students receive ten or more unexcused days.<br><br>Parent-Administrator conference<br><br>Develop attendance contracts as needed | 1.2.Teachers and Administrators | 1.2.Review Genesis and Educator's Handbook reports<br><br>Maintain attendance tracking process | 1.2.Student attendance report<br><br>Report card grades |
| | | 1.3.Student goal setting | 1.3Assign all students rigorous assignments and assessments addressing basic, proficient and advanced skills using math Sunshine State Standards<br><br>Check Parent Portal every 2 weeks at a minimum | 1.3Administration and Teacher | 1.3Lesson plans will be reviewed during classroom walk-throughs and teachers will post to Parent Portal at regular intervals | 1.3 Classroom walk-throughs |

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

**Dropout Prevention Professional Development**

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Training on Educator's Handbook software to report student behavior referrals | 9-12 | Barry Taylor | All staff | September 2012 and ongoing | Educator's Handbook reports | Administration, Barry Taylor, Dean |
| | | | | | | |
| | | | | | | |

**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 |

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

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | **Subtotal:** |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | **Subtotal:** |
| | | | **Total:0** |

*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)).

<table>
<tr>
<th colspan="3">Parent Involvement Goal(s)</th>
<th colspan="5">Problem-solving Process to Parent Involvement</th>
</tr>
<tr>
<td colspan="3">Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3" rowspan="2"><b>1. Parent Involvement</b><br><br>Parent Involvement Goal #1:<br><br>SAIL will continue to communicate with parents and provide pertinent information to all shareholders on a regular basis.</td>
<td>1.1. Parents available to volunteer may not have completed a Leon County Schools volunteer form.</td>
<td>1.1. Have volunteer forms available via the school web site and at school events.</td>
<td>1.1. PTO President/Administration</td>
<td>1.1. Track the number of parent signed up at various events; Collect input from parents from the same. Track the number of volunteer forms on file</td>
<td>1.1. Parents sign in sheets; Parents feedback forms</td>
</tr>
<tr>
<td>1.2. Lack of parental involvement</td>
<td>1.2. Provide regular written communication via website and listserv to inform and involve parents/guardians present at school activities.</td>
<td>1.2. PTO President/Administration</td>
<td>1.2. Track the number of parent signed up at various events; Collect input from parents from the same. Track the number of volunteer forms on file</td>
<td>1.2. Climate Survey</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.3.Parents informed about student achievement</td>
<td>1.3.All teachers will update their electronic grade book(Pinpoint) every week.</td>
<td>1.3.Principal and Assistant Principal</td>
<td>1.3. Weekly update checks. Decreased parent complaints.</td>
<td>1.3.2012-2012 school climate survey.</td>
</tr>
</table>

Within the Parent Involvement Goal cell:

| | 2012 Current Level of Parent Involvement:* | 2013 Expected Level of Parent Involvement:* |
|---|---|---|
| | *96%* | *maintain* |

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

**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 |
| Pinpoint and SharePoint Training | All | Carrie Perkins Blayne White | Teachers | August 2012,as needed | Regular monitoring of Pinpoint updates | Principal and Assistant Principal |

**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 |
| Effective communication with parents or guardians about students' needs and achievement | Pinpoint Training, Riverside, SharePoint | Title II | 0.00 |
|  |  |  |  |
|  |  |  | **Subtotal:** |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  | **Subtotal:** |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Teacher-Student-Parent Communication | Student Planners | SIP Funds | $1060.52 |
|  |  |  | **Subtotal:1060.52** |
|  |  |  | **Total:1060.52** |

*End of Parent Involvement Goal(s)*

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

**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:<br><br>In STEM courses at least 90% of students will achieve 70% or higher. | 1.1. Lack of hand-on experience.<br>• Measuring<br>• Use of tools<br>• Safety | 1.1. Prototyping and after school practice time. | 1.1. Teachers, mentors, and administrators. | 1.1. Performance on test and tasks. | 1.1. Quarterly grades. |
| | 1.2.Working in groups | 1.2. Team building strategies. | 1.2. Teachers and Mentors. | 1.2. Ability to complete projects successfully. | 1.2.Qaurterly grades |
| | 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<br>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 |
| Technology Workshops | 9-12 | Teachers | STEM teachers | Quarterly | Lesson Plans, Observations | Administrators |
| | | | | | | |
| | | | | | | |

**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)*

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

| CTE Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| CTE Goal<br>We will provide career awareness to all enrolled students. | 1.1.Lack of local programs and career options. | 1.1.Provide students with information about a variety of local and state post-secondary programs. | 1.1.Guidance Counselor, Administrators | 1.1.Senior survey | 1.1. Post-secondary enrollment data. |
| | 1.2.Lack of CTE courses. | 1.2. Promote careers within STEM and art courses. | 1.2.Teachers, Administrators | 1.2.Lesson Plans, Discussions | 1.2.Choices Planner |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## CTE Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity<br>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 |
| | | | |
| | | | |
| | | | 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:0.00 |
| | | | Total:0.00 |

*End of CTE 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:1,000.00** |
| **Mathematics Budget** | |
| | **Total:** |
| **Science Budget** | |
| | **Total:** |
| **Writing Budget** | |
| | **Total:800.00** |
| **U.S. History Budget** | |
| | **Total:** |
| **Attendance Budget** | |
| | **Total:** |
| **Suspension Budget** | |
| | **Total:** |
| **Dropout Prevention Budget** | |
| | **Total:** |
| **Parent Involvement Budget** | |
| | **Total:1060.52** |
| **STEM Budget** | |
| | **Total:** |
| **CTE Budget** | |
| | **Total:** |
| **Additional Goals** | |
| | **Total:2,860.52** |
| | |
| | **Grand Total:2,860.52** |

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

## Differentiated Accountability-N/A

### 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 |
| | | |

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

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

☒ Yes          ☐ No

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

| Describe the activities of the SAC for the upcoming school year. |
|---|
| The School Advisory Council will review, give input, and approve the School Improvement Plan and budget. |

| Describe the projected use of SAC funds. | Amount |
|---|---|
| | |
| | |
| | |