FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN: Pedro Menendez High School

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Pedro Menendez High School	District Name: St. Johns
Principal: Dr. Clay Carmichael	Superintendent: Dr. Joseph Joyner
SAC Chair: Dr. Shara Holt and Mrs. Kate Neff	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Clay Carmichael	Doctorate in Ed. Leadership	6	21	Overall, as part of a team, has increased lowest quartile and proficiency levels
Assistant Principal	Jill Lee	M. Ed. in Ed. Leadership	1	1	Consistently, as part of a team, has increased FCAT gains and proficiency levels at another local high school, for the past five years.
Assistant Principal	Nigel Pillay	M. Ed. in Ed. Leadership	1	6	Consistently, as part of a team, has increased FCAT gains and proficiency levels at another high school, for the past five years.

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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)
English, Instructional Leadership	Shara Holt	Ed. D. in Instructional Leadership	5	4	Consistently, as part of a team, has increased FCAT gains and proficiency levels at another local high school, for the past five years.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. PMHS will continue to advertise for the most highly trained and qualified teachers, esp. those with Reading, AVID, IB and Common Core backgrounds.	Administration	On-Going
2.		
3.		
4.		

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Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
68	3% (2)	9 % (6)	26% (18)	62 %(42)	13% (9)	100% (68)	12% (8)	1%(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
Gail Needham	Ashley Jasmin, Latoya Williams, Renee Forrester, Robin Dorfler, Jaime Ross	Department chair is paired with the new teachers in Departments.	Dept. meetings, socials, daily checks, district new teacher orientation
Rick Ryan	Michael Arnold	Department chair is paired with the new teachers in Departments.	Dept. meetings, socials, daily checks, district new teacher orientation
Stephanie Modling	Sherry Estes, Jessica Lengyel	Department chair is paired with the new teachers in Departments.	Dept. meetings, socials, daily checks, district new teacher orientation

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Gwen Westfall	Amy deVries	Department chair is paired with the new teachers in Departments.	Dept. meetings, socials, daily checks, district new teacher orientation
Regina White	Russell Luker	Department chair is paired with the new teachers in Departments.	Dept. meetings, socials, daily checks, district new teacher orientation

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<u>Additional Requirements</u>

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

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Amy Arnow, Nigel Pillay, Shara Holt, Jill Lee, Yanetta Arnold, Kathy Zemanek, Melondia Corpus, Clay Carmichael
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 RtI team meets weekly at 9:30 on Friday mornings to identify and counsel Students with 15- and 30- unexcused absences. Teachers are asked for input.
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? Since attendance is a school focus for PMHS, the RtI team works closely to develop and   implement the school improvement plan to attend school, improve grades, and increase graduation rates. A mentoring program is also being developed.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Attendance records, interim reports, report cards, progressing monitoring data, other formative data.
Describe the plan to train staff on MTSS. PLCs as well as faculty meetings.
Describe the plan to support MTSS. Specific and focused professional Development with follow-up observations/coaching.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Clay Carmichael, Jill Lee, Gary Hoog, Don Biggers, Gwen Westfall, Debbie Drozd, Shara Holt, Kate Neff, Mickey Mickler, Laura Holland
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Reading Leadership Team meets once per nine weeks to establish literacy activities for the school, i.e. school-wide word walls, scavenger hunts, poster contests, etc.
What will be the major initiatives of the LLT this year? School-wide affixes and root words, technical reading, technical writing, and common core PLCs

Public School Choice

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

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Elementary Title I Schools Only: Pre-School Transition

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

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

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

School-wide implementation of non-fiction reading and writing days weekly, AVID (WICOR)

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?

Career academy initiatives: health science academy, business academy, and architectural building and construction academy; professional learning communities concentrating on common core standards

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?

Academy admittance processes including academy night (school specific and district wide).

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.

AVID, college-level courses to include AP and IB courses.
English IV College Prep and College Math Readiness courses are also offered.

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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 attendance—we have discovered those Students who attend are proficient at a much higher rate than those who are absent.	1A.1. RtI interventions; discipline plan that addresses truancy; management of school master schedule; incentives for good attendance	1A.1. RtI team; Deans, administration	1A.1. Attendance reports (15-day and 30-day) correlated to FAIR results.	1A.1. FAIR
Reading Goal #1A: 90% (628) of all Students will pass the FCAT 2.0 at the first attempt.	2012 Current Level of Performance:* 23% (145) made a level 3 in reading.	2013 Expected Level of Performance:* 50% (349) of Students will make a level 3.					
			1A.2. Finding appropriate strategies	1A.2.School-wide handbook of strategies; professional Development	1A.2. Administration, Dept. chairs, and Instructional Literacy coach	1A.2. Feedback given in PLC meetings with teachers discussing the effectiveness of the strategy.	1A.2. Students' grades
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.Appropriate behavior; academic behavior; learning styles; background knowledge	1B.1. Individual behavior management plans; building; chunking the content; learning modalities	1B.1. ESE teachers	1B.1. Test scores; grades; discipline reports	1B.1. Florida Alternate Assessment
Reading Goal #1B: \ 50% (1) of all Students will pass the FCAT Alternate Assessment at the first attempt.	2012 Current Level of Performance:* 33% (2) scored at Levels 4,5, and 6 in reading.	2013 Expected Level of Performance:* 50% (1) of Students will make a level 4, 5, or 6.					
			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. Establishing a collegiate-bound atmosphere; Student engaging in cognitive complex text	2A.1. AVID and IB activities and programs, i.e. college-field trips and nights; College Reading Room; PLCs, best practices; professional Development	2A.1. Guidance Dept.; IB coordinator; AVID coordinator; ILC; administrator	2A.1. Comparison of previous year's scores to current year's scores; college and scholarship applications	2A.1. ACT/SAT test scores; PERT scores; college acceptance and scholarship awards.
Reading Goal #2A: 60% (418) of all Students will pass the FCAT 2.0 at the first attempt.	2012 Current Level of Performance:* 31% (198) scored at or above Levels 4 and 5 in reading.	2013 Expected Level of Performance:* 60% (418) of Students will score at level 4 or above.					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Appropriate behavior; academic behavior; learning styles; background knowledge	2B.1. Individual behavior management plans; building; chunking the content; learning modalities	2B.1. ESE teachers	2B.1. Test scores; grades; discipline reports	2B.1. Florida Alternate Assessment
Reading Goal #2B: 50% (1) of all Students will pass the FCAT Alternate Assessment at the first attempt.	2012 Current Level of Performance:* 0% (0) scored at or above level 7 in reading.	2013 Expected Level of Performance:* 50% (1) of Students will score at level 7 or above.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of Students making learning gains in reading.			3A.1. Student attendance—we have discovered those Students who attend are proficient at a much higher rate than those who are absent; background knowledge	3A.1. Lunch and Learn; Falcon Prep; RtI teams; Monday phone calls	3A.1. Administration; ILC	3A.1. Attendance; grades; FAIR testing; DE reading assessment	3A.1. FCAT scores
Reading Goal #3A: 90% (628) of the Students will make learning gains in reading at first attempt.	2012 Current Level of Performance:* 60% (207) of the Students made learning gains in reading.	2013 Expected Level of Performance:* 90% (628) of Students will make learning gains in reading.					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of Students making learning gains in reading.			3B.1. Appropriate behavior; academic behavior; learning styles; background knowledge	3B.1. Individual behavior management plans; building; chunking the content; learning modalities	3B.1. ESE teachers	3B.1. Test scores; grades; discipline reports	3B.1. Florida Alternate Assessment
Reading Goal #3B: 90% (1) of the Students will make learning gains in reading at first attempt.	2012 Current Level of Performance:* 62% (5) of students made learning gains in reading.	2013 Expected Level of Performance:* 90% (1) of Students will make learning gains in reading.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of Students in lowest 25% making learning gains in reading.			4A.1. .27Student attendance—we have discovered those Students who attend are proficient at a much higher rate than those who are absent; background knowledge	4A.1. Lunch and Learn; Falcon Prep; RtI teams; Monday phone calls	4A.1. Administration; ILC	4A.1. Attendance; grades; FAIR testing; DE reading assessment	4A.1. FCAT scores
Reading Goal #4: 90% (300) of all Students in the lowest quartile will make learning gains in reading.	2012 Current Level of Performance:* 54% (186) of the Students in the lowest quartile make learning gains in reading.	2013 Expected Level of Performance:* 90% (300) of all Students in the lowest quartile will make learning gains in reading.					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 52%	**44%**	**40%**	**36%**	**32%**	**28%**	**26%**
Reading Goal #5A: Based on ambitious but achievable AMOs, we will reduce the achievement gap to reflect only 26% of the students not scoring at or above expectations by the 2016-17 school year.							

Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. White: Poor attendance/engagement; Students entering school with lack of background knowledge. Black: Hispanic: Asian: American Indian:	5B.1. The classroom teachers will use the Power Strategies.	5B.1. School administration	5B.1 Feedback given in PLC meetings with teachers discussing the effectiveness of the strategy.	5B.1. Students grades; FAIR; DE reading	
Reading Goal #5B: By year 2013-2014, 100% of our white SES population will achieve satisfactory progress in reading.	2012 Current Level of Performance:* White: 53% Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: 90% Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Students entering school with lack of background knowledge and vocabulary skills.	5C.1. The classroom teachers will use the Power Strategies identified in the handbook supplied.	5C.1. Administration	5C.1. Feedback given in PLC meetings with teachers discussing the effectiveness of the strategy.	5C.1. Students' grades; FAIR; DE reading
Reading Goal #5C: 90% (18) of all of the ELL will make satisfying progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data	90% (18) of all the ELL Students will make satisfying progress.					
			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. Students entering school with lack of background knowledge and vocabulary skills.	5D.1. The classroom teachers will use the Power Strategies identified in the handbook supplied.	5D.1. Administration	5D.1. Feedback given in PLC meetings with teachers discussing the effectiveness of the strategy.	5D.1. Students grades; FAIR; DE reading
Reading Goal #5D: 90% (120) of all the SWD will make satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data	90% (120) of all the SWD will make satisfactory progress.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged Students not making satisfactory progress in reading.			5E.1. Students entering school with lack of background knowledge and vocabulary skills.	5E.1. The classroom teachers will use the Power Strategies identified in the handbook supplied.	5E.1. Administration	5E.1. Feedback given in PLC meetings with teachers discussing the effectiveness of the strategy.	5E.1. Student grades; FAIR results; DE results
<u>Reading Goal #5E:</u> By year 2013-2014, 100% of our white SES population will achieve satisfactory progress in reading.	<u>2012 Current Level of Performance:*</u> Pending state provided data	<u>2013 Expected Level of Performance:*</u> 90% of all white SES Students will achieve satisfactory progress in reading.					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

<u>Reading Professional Development</u>

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
Power Strategies	9-12	Shara Holt	School-wide	Every 1st Wednesday of the month	Teachers will bring samples to share with faculty; observations in classrooms	Administration team
WICOR, AVID, and IB	9-12	Dept. chairs	School-wide; AVID site team members	Every 4th Wednesday of the month	Teachers will turn in Student examples for AVID documentation	AVID coordinator; Administration
Transition from NGSSS to the CCSS	9-12	Jill Lee, Shara Holt, and designated representatives	School-wide	Every 3rd Wednesday of the month	In the PLCs, the teachers will collaborate on the strategies and assignments for the transition.	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Combination of strategies	Take 10	Internal funds	$600
Breakfast of Reading Champions	Food, door prizes, speakers	Media internal funds and donations	$800
			Subtotal:$1400
Technology			
Strategy	Description of Resources	Funding Source	Amount
Falcon Prep	Web-based activities and after-school assistance using tutors (teachers and college)	Internal funds and SJCEF	$20,000 (pending grant)
			Subtotal:$20000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing and reading trainer	Tamara Doehring	SJCEF	$4050
			Subtotal:$4050
Other			
Strategy	Description of Resources	Funding Source	Amount
Attendance incentives	Rewards every nine weeks	Internal	$4000
Classroom materials	Poster paper, markers, copy paper, etc.	Department funds	$1800
			Subtotal:$5800
			Total: $11250 or $31250

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL Students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: 90% (18) of all Students will become proficient in listening/speaking.	2012 Current Percent of Students Proficient in Listening/Speaking: 36% (5) of all students will become proficient in listening/speaking.	1.1. Level of academic language is difficult to ascertain.	1.1. Vocabulary activities, sentence fluency, think aloud strategies	1.1. Assistant principal	1.1. CELLA test	1.1. CELLA test as well as classroom grades and standardized test scores
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL Students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: 90% (18) of all Students will become proficient in reading.	2012 Current Percent of Students Proficient in Reading: 21% (3) of all students will become proficient in reading.	2.1. Level of reading comprehension is difficult to ascertain.	2.1. Checking for understanding, think-aloud strategies, buddying with peers.	2.1. Assistant principal	2.1. CELLA test	2.1. CELLA test as well as classroom grades and standardized test scores
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL Students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: 90% (18) of all Students will show proficiency in writing.	2012 Current Percent of Students Proficient in Writing : 14% (2) of all students will show proficiency in writing.	2.1. Level of reading comprehension and academic language skills is difficult to ascertain.	2.1. Checking for understanding, think-aloud strategies, buddying with peers, sentence fluency	2.1. Assistant principal	2.1. CELLA test	2.1. CELLA test as well as classroom grades and standardized test scores
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
See Falcon Prep.			
		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:$0.00	

End of CELLA Goals

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<u>Elementary School Mathematics Goals</u>

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *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.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *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.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1. Student attendance, behavior, and engagement	1.1. Monday phone calls and reward programs; word problem attack skills	1.1. Administration	1.1. Comparison of previous year's data with current year's data	1.1. Comparison with previous year's data using eSchool Plus.
Mathematics Goal #1: 50% (1) of all Students will achieve level 4, 5, and 6 in mathematics.	2012 Current Level of Performance:* 17% (1) of all students achieved level 4, 5 and 6 in mathematics.	2013 Expected Level of Performance:* 50% (1) of all Students will achieve level 4, 5, and 6 in mathematics.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1. Student attendance and engagement	2.1. Monday phone calls and reward programs; words problem attack skills	2.1. Administration	2.1. Comparison of previous year's data with current year's data	2.1. Comparison with previous year's data using eSchool Plus.
Mathematics Goal #2: 50% (1) of all Students will achieve level 7 in mathematics.	2012 Current Level of Performance:* 0% (0) achieved level 7 in mathematics.	2013 Expected Level of Performance:* 50% (1) of all Students will achieve level 7 in mathematics.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of Students making learning gains in mathematics.			3.1. Student attendance and engagement	3.1. Monday morning phone calls and rewards; word problems attack skills	3.1. Administration	3.1. Comparison of previous year's data with current year	3.1. Comparison of previous year's date with current year using eSchool Plus.
Mathematics Goal #3:

100% (2) of Students will make learning gains in mathematics. | 2012 Current Level of Performance:*

42% (5) students will make learning gains in mathematics. | 2013 Expected Level of Performance:*

90% (1) of Students will make learning gains in mathematics. | | | | | |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. |

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Attendance, engagement, and lack of background knowledge	1.1. Word problems attack skills, intensive math coupled with Alg. I	1.1. Classroom teacher; school administration	1.1. Comparison of previous year's data with current	1.1. Comparison of previous year's date with current year using eSchool Plus, homework, tests, DE
Algebra 1 Goal #1: 60% (203) of all Students will achieve level 3 in Algebra I.	2012 Current Level of Performance:* 43% (120) of students scored a Level 3 in Algebra I	2013 Expected Level of Performance:* 60% (203) of all Students will achieve level 3 in Algebra I.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Attendance, engagement, and lack of background knowledge	2.1. Word problems attack skills, intensive math coupled with Alg. I	2.1. Classroom teacher; school administration	2.1. Comparison of previous year's data with current	2.1. Comparison of previous year's date with current year using eSchool Plus, homework, tests, DE
Algebra Goal #2: 30% (101) of all Students will achieve level 4 and 5 in Algebra I.	2012 Current Level of Performance:* 7% (19) scored Levels 4 and 5 in Alg. I.	2013 Expected Level of Performance:* 30% (101) of all Students will achieve levels 4 and 5 in Alg. I.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **23% of students achieved a level 3 (FCAT)**	**50% (136)**	**41%**	**32%**	**23%**	**14%**	**12%**
Algebra 1 Goal #3A: Based on ambitious but achievable AMOs, we will reduce the achievement gap to reflect only 12% of the students not scoring at or above the expected level.							

Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			3B.1. White: Poor attendance/engagement; Students entering school with lack of background knowledge. Black: Hispanic: Asian: American Indian:	3B.1. The classroom teachers will use the Power Strategies, word problems attack skills, intensive math coupled with Algebra I	3B.1 Classroom teachers; School administration	3B.1. Feedback given in PLC meetings with teachers discussing the effectiveness of the strategy.	3B.1. Comparison of previous year's date with current year using eSchool Plus, homework, tests, DE	
Algebra 1 Goal #3B: By year 2013-2014, 100% of our white SES population will achieve satisfactory progress in Algebra I.	2012 Current Level of Performance:* White: 53% Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: 90% Black: Hispanic: Asian: American Indian:						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. Attendance, engagements, and lack of background knowledge.	3C.1. The classroom teachers will use the Power Strategies, word problems attack skills, intensive math coupled with Alg. I	3C.1. Classroom teachers; school administrators	3C.1.Comparison of previous year's data with current year's data.	3C.1. Comparison of previous year's data with current year using e School Plus, homework, test, DE
Algebra 1 Goal #3C: 90% (18) of all ELLs will make satisfactory progress in Algebra I.	2012 Current Level of Performance:* Pending	2013 Expected Level of Performance:* 90% (18) of all Students.					
			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. Attendance, engagements, and lack of background knowledge	3D.1. The classroom teachers will use the Power Strategies, word problems attack skills, intensive math coupled with Alg. I	3D.1. Classroom teachers; school administrators	3D.1. Comparison of previous year's data with current year's data.	3D.1. Comparison of previous year's data with current year using e School Plus, homework, test, DE
Algebra 1 Goal #3D: 90% (120) of all the SWD will make satisfactory progress in Alg. I.	2012 Current Level of Performance:* Pending	2013 Expected Level of Performance:* 90% (120) of all Students with disabilities					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged Students not making satisfactory progress in Algebra 1.			3E.1. Attendance, engagement, and lack of background knowledge	3E.1. The classroom teachers will use the Power Strategies, word problems attack skills, intensive math coupled with Alg. I	3E.1. Classroom teachers; school administrators	3E.1. Comparison of previous year's data with current year's data.	3E.1. Comparison of previous year's data with current year using e School Plus, homework, test, DE
Algebra 1 Goal #3E: 90% of all economically disadvantaged Students will make satisfactory progress in Alg. I.	2012 Current Level of Performance:* Pending	2013 Expected Level of Performance:* 90% of all economically disadvantaged Students					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Vocabulary and word attack skills; ability to Decipher technical language; attending both class and after-school tutoring	1.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls	1.1. Math Department chair; administration	1.1. Test scores; grades; SI data	1.1. EOCs
Geometry Goal #1: 60% (171) of Students will achieve a level 3 on the geometry EOC.	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* 60% (171) of Students will achieve a level 3 on the geometry EOC.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Vocabulary and word attack skills; ability to Decipher technical language; attending both class and after-school tutoring	2.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls	2.1. Math Department chair; administration	2.1. Test scores; grades; SI data	2.1. EOCs
Geometry Goal #2: 30% (86) of Students will achieve a level 4 or 5 on the geometry EOC.	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* 30% (86) of Students will achieve a level 4 or 5 in geometry.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: N/A						

Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**			3B.1. White: Poor attendance/engagement; Students entering school with lack of background knowledge. Black:	3B.1. Falcon Prep; RtI; Monday phone calls; Power Strategies, word problems attack skills	3B.1. Classroom teachers; school administrators	3B.1. Comparison of previous year's data with current year's data.	3B.1. Comparison of previous year's data with current year using e School Plus, homework, test, DE
Geometry Goal #3B: N/A	2012 Current Level of Performance:* White: 53% Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: 90% Black: Hispanic: Asian: American Indian:	Black: Hispanic: Asian: American Indian:				
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. Vocabulary and word attack skills; ability to decipher technical language; attending both class and after-school tutoring	3C.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies, word problems attack skills	3C.1. Classroom teachers; school administrators	3C.1. Comparison of previous year's data with current year's data.	3C.1. Comparison of previous year's data with current year using e School Plus, homework, test, DE
Geometry Goal #3C: 90% (18) of all ELLs will make satisfactory progress in Geometry.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	90% (18) of all ELLs will make satisfactory progress in Geometry.					
			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. Vocabulary and word attack skills; ability to Decipher technical language; attending both class and after-school tutoring	3D.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies, word problems attack skills	3D.1. Classroom teachers; school administrators	3D.1. Comparison of previous year's data with current year's data.	3D.1. Comparison of previous year's data with current year using e School Plus, homework, test, DE
Geometry Goal #3D: 90% (120) of all SWDs will make satisfactory progress in Geometry.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	90% (120) of all SWDs will make satisfactory progress in Geometry.					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged Students not making satisfactory progress in Geometry.			3E.1. Vocabulary and word attack skills; ability to decipher technical language; attending both class and after-school tutoring	3E.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies, word problems attack skills	3E.1. Classroom teachers; school administration	3E.1. Comparison of previous year's data with current year's data.	3E.1. Comparison of previous year's data with current year's data.
Geometry Goal #3E: 90% of all economically disadvantaged students will make satisfactory progress in Geometry.	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* 90% of all economically disadvantaged students will make satisfactory progress in Geometry.					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional Development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra	Algebra	Kim Wuellner and Nigel Pillay	PLC	Sept 2012	Department meeting discussions every 9 weeks; grades	Classroom teachers, Dept. chair, administration
Geometry	Geometry	Kim Wuellner and Gail Needham	PLC	January 2013	Department meeting discussions every 9 weeks; grades	Classroom teachers, Dept. chair, administration

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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
Falcon Prep	Student/community—raising of funds	Parking lot fees, locker fees, etc.	$20,000 (pending grant approval)
			Subtotal: $20,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount~ $2000.00
Classroom materials and supplies		Department funds	
			Subtotal: ~$2000.00
			Total: $2000.00 or $22,000

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *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.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *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 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science 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.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. Student attendance and engagement	1.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies	1.1. Department chair and administration	1.1. Comparison of previous year's data with current year's data	1.1. Comparison with previous year's data using eSchool Plus
Science Goal #1: 90% (1) of Students will achieve a level 4, 5, or 6 in science.	2012 Current Level of Performance:* 0% (0) achieved levels 4, 5, 6.	2013 Expected Level of Performance:* 90% (1) of Students will achieve a level 4, 5, or 6 in science.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of Student achievement data, and reference to "Guiding Questions", identify and Define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. Student attendance and engagement	2.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies	2.1. Department chair and administration	2.1. Comparison of previous year's data with current year's data	2.1. Comparison with previous year's data using eSchool Plus
Science Goal #2: 90% (1) of Students will achieve a level 7 in science.	2012 Current Level of Performance:* 60% (3) achieved a level 7.	2013Expected Level of Performance:* 90% (1) of Students will achieve a level 7 in science.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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* 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.			1.1. Student engagement and attendance	1.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies	1.1. Department chair and administration	1.1. Comparison of previous year's data with current year's data	1.1. Comparison with previous year's data using eSchool Plus
Biology 1 Goal #1: 60% (168) of Students will achieve a level 3 in Bio. I	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* 60% (168) of Students will achieve a level 3 in Bio I.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. Student engagement and attendance	2.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies	2.1. Department chair and administration	2.1. Comparison of previous year's data with current year's data	2.1. Comparison with previous year's data using eSchool Plus
Biology 1 Goal #2: 30% (79) of Students will achieve a level 4 or 5 in Bio. I	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* *30% (79) of Students will achieve a level4 or 5 in Bio I.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

<table>
<tr><td colspan="6">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.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>Integrating common core practices into science classes; Biology EOC data analysis</td><td>Biology/all</td><td>Marna Fox</td><td>Biology teachers</td><td>Monthly</td><td>End-of-quarter exams; semester exams; previous year's data with current year's data.</td><td>Department chair and administration</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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)4			
Strategy	Description of Resources	Funding Source	Amount
Successful completion of labs	Lab materials	Internal	$3200.00
			Subtotal:~$3200.00
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
Classroom materials and supplies		Internal	~$2000.00

	Subtotal: ~$2000.00
	Total:$5200.00

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Student attendance and engagement	1A.1. Monday phone calls, rewards, Power Strategies, WICOR, common core transition	1A.1. Administration	1A.1. Comparison of previous year's scores with current year's scores	1A.1. FCAT Writes
Writing Goal #1A: To increase the number of Students achieving a 3 or higher on the FCAT Writes test by 4 percentage points.	2012 Current Level of Performance:* 84% (282) of Students achieved a 3 or higher on the writing test.	2013 Expected Level of Performance:* 90% (315) of Students will achieve a level 3 or higher in writing.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Student attendance and engagement	1B.1. Monday phone calls, rewards, Power Strategies, WICOR, common core transition	1B.1. Administration	1B.1. Comparison of previous year's scores with current year's scores	1B.1. FCAT Writes
Writing Goal #1B: To increase the number of Students achieving a 4 or higher on the FCAT Writes	2012 Current Level of Performance:* 20% (1) of Students achieved a level 4 or higher in writing.	2013 Expected Level of Performance:* 100% (1) of Students will achieve a level 4 or higher in writing.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional Development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing; district writing prompts	9/10 English	Tamara Doehring	9/10 English teachers	October 2012	Comparison of previous year's data with current year's data	Administration; Department chair

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
See Reading budget			
			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:$0.00

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End of Writing Goals

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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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. U.S. History Goal #1: 60% (137) of all Students will pass the U. S. History EOC.	1.1. Student engagement and attendance	1.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies	1.1. Department chair and administration	1.1.End-of-quarter exams, semester exams, EOCs	1.1.Test scores and data in eSchool Plus
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of Student achievement data and reference to "Guiding Questions," identify and Define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2: 30% (68) of all Students pass the U. S. History EOC.	2.1. Student engagement and attendance	2.1. Falcon Prep (after-school tutoring four days a week); RtI; Monday phone calls; the Power Strategies	2.1. Department chair and administration	2.1. End-of-quarter exams, semester exams, EOCs	2.1. Test scores and data in eSchool Plus
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

Goal #1 performance levels:
2012 Current Level of Performance:*	2013 Expected Level of Performance:*
NA	60% (137) will pass.

Goal #2 performance levels:
2012 Current Level of Performance:*	2013 Expected Level of Performance:*
N/A	30% (68) will score level 4 or 5 in U. S. History.

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
AVID and IB trainings	9-12	Dept. chair; AVID and IB coordinators	American History teachers	PLC meetings	Pacing guides; formative assessments; Department meetings; 9-week lesson plan reflection meetings	Administration and Department chair

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Classroom materials	Paper, toner, etc.	Internal	$~500.00
			Subtotal: $~$500.00

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

Total: ~$500.00

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and Define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Student attendance and engagement	1.1. Monday phone calls, RtI, rewards/incentives	1.1. Administration and Deans	1.1. Comparison of school attendance and Student standardized test scores from prior year.	1.1. eSchool Plus for attendance
Attendance Goal #1: 90% (1233) of all students attending each and every day.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	91%	91%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	843	Fewer than 400 students with excessive absences.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	~650	Fewer than 300 students with excessive tardies					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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	9-12	Deans	Deans	Monthly	Viewing weekly attendance reports	Administration

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
Rewards and phone calls home	Rewards and incentives	Internal	$~1000.00
		Subtotal: ~$1000.00	
		Total: ~$1000.00	

End of Attendance Goals

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

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and Define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: The in-school suspension numbers will decrease.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. Student attendance, engagement, and behavior	1.1. Monday morning phone calls, RtI, rewards and incentives	1.1. Administration and Deans.	1.1. Comparison of previous year's data with current year's data.	1.1. eSchool Plus
	1353	N/A (no ISS this year)					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	616	N/A					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	389	Fewer than 150					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	217	Fewer than100					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional Development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Suspensions	9-12	Deans and administration	Faculty and staff	Monthly	Comparison of data	Administration and Deans

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
NA			
			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: N/A

End of Suspension Goals

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

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: The numbers of students staying in school will increase. We will consistently address those students who are in danger of dropping out through guidance goal sessions, weekly attendance calls, as well as group-counseling forums with those students who are not engaged in class.	2012 Current Dropout Rate:* 5% (~15) 2012 Current Graduation Rate:* 95%	2013 Expected Dropout Rate:* Fewer than 5% 2013 Expected Graduation Rate:* 98%	1.1. Student attendance and engagement	1.1. Monday phone calls; RtI; rewards and incentives; group-counseling forums	1.1. Administration and Deans	1.1. Comparison of previous year's data with current year's data	1.1. eSchool Plus
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional Development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Staying in school	9-12	Administration	Faculty and staff	Monthly	Comparison of data	Administration and Deans

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and Define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1 Increase parent involvement in school activities to 137 regularly attending parents to games, etc.	2012 Current Level of Parent Involvement:* 8% (120)	2013 Expected Level of Parent Involvement:* 10% (37)	1.1.Economic issues, Student mobility, parental contact concerns	1.1. Increase parent phones and emails for Students who fall below a 70% in class; increase advance notification for upcoming events, newsletter, website, ALERT NOW	1.1. Administration, all faculty and staff, SAC chair, and booster representation	1.1. Examination of parental involvement numbers in SAC, PTSO, and Booster meetings. Volunteer log of hours during school and after school.	1.1. Parent meetings and analysis of Student achievement correlated with parent contact.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional Development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IB, AVID, 9th and 10th grade parent meetings; career academies	9-12	Administration, IB coordinator, AVID coordinator, ILC, faculty members	School-wide	As needed	Continued communication between staff and the parents	Administration and coordinators

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
If you feed them, they will come. ☺	Snacks	Internal	$500.00
		Subtotal:	
		Total:$500.00	

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Create an atmosphere in which students are engaged in math and technology and are actively seeking post-secondary education /careers in the area of engineering as well as architecture.	1.1. Student attendance; engagement; background knowledge	1.1. Developing solid career academies to include expanding the STEM program now housed in the Academy of Architectural Building Sciences.	1.1.Program specialist for Career Academies	1.1. Certification test results and academy audit results	1.1. College acceptance and/ or jobs; OCP completion, and industry certification
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional Development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID and IB trainings as well as career trainings; project-based learning	9-12	Christine Danner	Career academy teachers and cohorts	Quarterly meetings	Academy advisory boards	Career program specialist

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
Industry certification preparation	Industry certification vouchers	Internal funds	$1000.00
			Subtotal: $1000.00
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
Project-based learning	Project materials	Internal funds	$1350.00
			Subtotal: $1350.00
			Total: $2350.00

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and Define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Students are engaged in career and technical programs that lead to industry certification and will help prepare for post-secondary education.	1.1 Student attendance; engagement; background knowledge; finances	1.1. Developing solid career academies	1.1.Program specialist for Career Academies	1.1. Certification test results and academy audit results	1.1. College acceptance and/ or jobs; OCP completion, and industry certification
	1.2	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional Development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID and IB trainings as well as career trainings; project-based learning	9-12	Christine Danner	Career academy teachers and cohorts	Quarterly meetings	Academy advisory boards	Career program specialist

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and Define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1: Character Counts! PMHS will implement positive behavioral support (PBS), which involves assessment and reengineering of our environment so Students who struggle with poor conduct will experience reductions in their problem behaviors and improve personal character, thus improving the quality of their student life.	2012 Current Level :* 20% (300)	2013 Expected Level :* 25%	1.1. Student attendance and engagement; behaviors	1.1. Rewards for Student events, i.e. cookouts, athletic tickets, dance tickets, etc. In-school work detail, Saturday school, OSS	1.1. Administration and attendance dean	1.1. Comparison of school attendance and Student standardized test scores with previous year's data	1.1.eSchool Plus
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional Development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide discipline strategies to discourage negative behavior and to eliminate harmful behavior in the classroom	9-12	Administration and Deans	Faculty and Students	First of school year	Monitoring of Student behavior	Administration and Deans

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
			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: 0.00

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget (FALCON PREP) (pending grant approval)
Total: $11250 or **$31,250.00**
CELLA Budget (See reading budget)
Total:0.00
Mathematics Budget
Total:$2,000
Science Budget
Total: $5200.00
Writing Budget (See reading budget)
Total: 0.00
Civics Budget
Total:0.00
U.S. History Budget
Total: $500.00
Attendance Budget
Total:$1000.00
Suspension Budget
Total: $0.00
Dropout Prevention Budget
Total: $500.00
Parent Involvement Budget
Total: $0.00
STEM Budget
Total:$2350.00
CTE Budget (See STEM budget)
Total:$0.00
Additional Goals
Total:$0.00
(pending grant approval) Grand Total: $22,800 or $42,800.00

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☒Prevent

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

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

School Advisory Council (SAC)

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

☒ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.
Meeting dates—10 times a year. School data, finances, classroom strategies, attendance, and discipline

Describe the projected use of SAC funds.	Amount
Substitute teachers for AVID field trip	$375
Professional Development for teachers for common core	$4000
Additional technology for the classrooms	$1000