

# FLORIDA DEPARTMENT OF EDUCATION



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

2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

**PART I: SCHOOL INFORMATION**

School Name: Crystal River High School	District Name: Citrus
Principal: Mark McCoy	Superintendent: Sandra “Sam” Himmel
SAC Chair: Elaine Laga	Date of School Board Approval: Pending

**Student Achievement Data:**

The following links will open in a separate browser window. .

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

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

**Highly Qualified Administrators**

List your school’s highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mark McCoy	Bachelor of Science, M.Ed. Educational Leadership, Certified PE 1-8,Principal K-12	2	11	2010-2011 79% NCLB criteria satisfied. No Grade at this time. 2009-10: Grade C, 82% of Federal No Child Left Behind Act criteria satisfied. 2008-09: Grade A, 77% of Federal No Child Left Behind Act criteria satisfied. 2007-08: Grade A, 90% of Federal No Child Left Behind Act

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

					criteria satisfied. 2006 – 07: Grade B, 92% of Federal No Child Left Behind Act criteria satisfied. 2005-06: Grade A 2004-05: Grade B 2003-04: Grade A 2002-03: Grade A 2001-02: Grade B 2000-01: Grade B
Assistant Principal	Charles Brooks, Jr.	Bachelor of Science, M.Ed. Educational Leadership; Certified ESE, PE K-12, Educational Leadership K-12	10	5	2010-2011 79% NCLB criteria satisfied. No Grade at this time. 2009-10: Grade C 82% of Federal No Child Left Behind Act criteria satisfied. 2008-09: Grade D, 82% of Federal No Child Left Behind Act criteria satisfied. 2007-08: Grade C, 85% of Federal No Child Left Behind Act criteria satisfied. 2006-07: Grade C, 82% of Federal No Child Left Behind Act criteria satisfied.
Assistant Principal	Kit Humbaugh	Bachelor of Arts Elementary Education, M.Ed. Curriculum, M.Ed. Educational Leadership; Certified Elementary Ed 1 – 6, ESOL and Reading Endorsed, Principal K-12	1	2	2010-2011 79% NCLB criteria satisfied. No Grade at this time 2009-10: Grade C 82% of Federal No Child Left Behind Act criteria satisfied.

**Highly Qualified Instructional Coaches**

List your school’s highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT
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**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Area		Certification(s)	Years at Current School	an Instructional Coach	(Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Literacy	Debra Stanley				

**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Administrators and lead teachers review resumes and interview most qualified candidates for teaching positions.	Mark McCoy	On-going	
2. Crystal River High School's Teacher Induction Program	Kit Humbaugh	May 2012	
3. Mentoring Program – Citrus County Schools District Wide training program to Mentors.	Kit Humbaugh	2 years for each new teacher based on hire date. Ongoing	
4. NG-CAR-PD (All teachers excluding those with Reading Endorsement or English teachers currently enrolled in Reading Endorsement training.)	Kit Humbaugh	May 2012/Ongoing	

***Non-Highly Qualified Instructors***

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
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**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

John Ash	Music	PE	NG-CAR-PD
Carlos Gutierrez	Agriculture	Health	NG-CAR-PD
Robert Miloscia	Business	Math	CAR-PD Certified/SIM
Michael Callaway	ESE K-12, Elementary Ed K-6, Middle Grades 5-9, Family and Consumer Science 6-12, PE K-12, Autism Spectrum Disorders, ESOL and Reading Endorsed	Algebra I, Pre-Calculus, Geometry, American Government, English II, English IV, English Skills III	NG-CAR-PD. (This teacher is our Plato Learning Lab full time teacher, which is why he is listed as out of field for several subject areas. There are certified teachers who do monitor the work of these students and are in the lab on a daily basis.)
Lindsey Hodgkins	English	Reading Endorsement	Currently working towards the Reading Endorsement
Laura Shirley	Long-term Sub seeking alternative certification	Culinary	NG-CA-PD/Alternative Certification (will be completed at the end of the 2011-2012 school year.)

***Staff Demographics***

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
76 (does not include Guidance, ESE Specialist, or Media Specialist.)	0.026 %	27%	39%	33%	53%	92%	16%	11%	18%

***Teacher Mentoring Program***

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

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Greg Bianco	Danielle Doherty		<ol style="list-style-type: none"> <li>1. Professional development in NG-CAR-PD</li> <li>2. Mr. Bianco will observe Ms. Doherty's teaching and provide her with feedback.</li> <li>3. Ms. Doherty will observe at least three other teachers teaching and reflect on her observations.</li> <li>4. Ms. Doherty will meet regularly with the Science department for collaboration.</li> <li>5. Ms. Doherty will participate in CRHS's Teacher Induction Program (TIP).</li> <li>6. Ms. Doherty will also participate in PD on analyzing data and implementing best practices to meet the varying needs of her students.</li> </ol>

**Additional Requirements**

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

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

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

### *Response to Instruction/Intervention (RtI)*

School-Based RtI Team
Identify the school-based RtI Leadership Team: Mark McCoy, Charles Brooks, and Kit Humbaugh – Administrators. Susan Osterhout – ESE Staffing Specialist. Jamie Kolley – Lead Guidance Counselor. Richard Wilson – Dean of Students. Debbie Stanley – District Literacy Coach. Roy Newman – Assessment Specialist. Sherry Snowden and Michael Nelson – Grade Level Counselors. Yvonne Holt – School Psychologist. Mary Wasson – School Nurse. Shalay Jackson – Social worker Mike Callaway – ESE Department Head, Cindy McKenna, teacher representative
Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? Contact person for RtI Leadership Team. Makes arrangements for and schedules leadership team meetings and follow-up. Assures that problem solving model and rules of order are followed. Facilitates consensus of members Ensures parental involvement.

June 2011

Rule 6A-1.099811

Revised June 1, 2011 FRH

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

Susan Osterhout and Kit Humbaugh

Ensures recordkeeping of team meetings and proceedings.

- a. Data will be recorded on district formatted Progress Monitoring Plan forms and anecdotal records.
- b. All data will be stored in green folders designated by the district for these plans.

2. Facilitates communication between all team members via Outlook and school calendar.

Grade Level Administrator:

1. Ensure a student-centered problem solving focus for grade level teacher meetings that involve teamwork, interventions, and research-based strategies.
2. Assist teachers in identification of problem area utilizing the problem solving method to match instruction to student need.
  - a. What is the problem?
  - b. Why is it taking place?
  - c. What are we going to do?
  - d. Monitor, evaluate – adjust, monitor
3. Equip teachers with tools/skills for implementation of interventions and data collection.
4. Facilitate accurate data collection and record keeping from grade level meetings concerning struggling students.
5. Convene meetings with teachers of individual targeted students who may need further interventions for more in-depth discussions.
  - a. Further discussions of academic or behavioral concerns and refine interventions.
  - b. Monitor progress of teams and ensure data collection.
6. Report findings to RTI Leadership Team for referral and Progress Monitoring Plan.

Curriculum Specialist: Kit Humbaugh

1. Initiate meeting with teachers of struggling student to confer on curriculum relevance in the classroom, level of differentiated instruction provided by the teachers, and review of student success in the classroom (80%).
2. Initiates Progress Monitoring Plan focusing on the area of academic or behavioral concern (Tier I).
  - Both of the above are based on data/input provided to the Grade Level Administrator during the RtI Leadership Team meeting.

Curriculum Specialist facilitates initial parent conference with grade level guidance counselor to inform parents of targeted areas for intervention and assist in development of strategies for parental involvement in the home.

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

The RtI Leadership Team will have a representative attend all SIP development and implementation meetings. The RtI team will continuously and consistently monitor student success, the success and implementation of behavioral and academic interventions, and monitor recommendations/accommodations to ensure student success.

### RtI 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. All data collected will be analyzed at the school, grade, and classroom (content area) level. It will be recorded on district formatted PMP forms and stored in green folders.

1. Data gathering – utilize the electronic tools: PMRN, FCAT, CBAT, FAIR, Performance Matters, TERMS, and FileMaker Pro to disaggregate data.

June 2011

Rule 6A-1.099811

Revised June 1, 2011 FRH

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

2. Analyze – Matrix designed to show progress over time. Team structure in place.
3. Prioritize/Sort – Teams determined the priority of need and level of intervention.
4. Remediate – Interventions recommended including Tier II/III support.
5. Evaluate – Teams revue impact of intervention.
6. Teacher documented intervention, charts, graphs, and records that illustrate student progress or lack of progress.

- Monthly – Progress Monitoring meeting for Tier I/II
- Rtl Team Progress Monitoring meeting monthly for Tier III
- Tier II in place. Co-teaching for level 1. All 9th grade Intensive Language/English I regular classes. Three blocks are year- long Algebra 1A/1B and two blocks are Informal Geometry.
- CRHS has a Learning Center. This lab is facilitated by a Reading Endorsed teacher, an ESE teacher support facilitator, and a classroom aide.
- Teachers can assign students to the Learning Center for a number of reasons – assignment completion, assistance studying for tests, and being re-taught key concepts in the content areas, to name a few.

### Assessment Schedule:

- FAIR – three times per year – Level 1 and 2 students
- Citrus Baseline Assessment Test (CBAT) – CBAT Reading, Math, and Science.
- FCAT mini lessons – based on student/class needs
  - Mini assessments with the use of Electronic Assessment Tools (clickers)

### Describe the plan to train staff on RtI.

Professional development will continue to be provided during teachers' common planning periods. Additional small group sessions will occur throughout the year. ESE Department to be trained initially during professional development days followed by planning period meetings. 9th grade academy, department heads followed by reading, English, math, science, and social studies. The remainder of the staff will follow.

## *Literacy Leadership Team (LLT)*

### School-Based Literacy Leadership Team

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

Greg Bianco, Michael Callaway, Tierney Foley, Kit Humbaugh, Mark McCoy, Cindy McKenna, Martha Spindler, Gerald Stone, Beverly Tidwell, Bobby Stack, Debbie Stanley

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

June 2011

Rule 6A-1.099811

Revised June 1, 2011 FRH

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

CRHS's LLT meets quarterly to review and analyze reading data such as CBAT, FAIR, and FCAT and to discuss strategies for improving student success in these areas. The use of the Electronic Assessment Tools in FCAT content areas will provide a means for continuously progress monitoring student success and content mastery. The Team also researches and identifies possible reading supplemental materials to be used in all classrooms. Teachers will meet monthly on Thursdays – CRH PD day to discuss literacy best practices. These will be designated days when formal in-service trainings are not being held.

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

The major initiative for the LLT this year is to continue to research best practices for implementation of reading instruction across the content areas at CRHS. The Team will play an active role in providing support to the District Literacy Coach when providing professional development to gain teacher buy-in. CRHS is also training all content area and non-reading endorsed teachers training to obtain NG-CAR-PD certification. CRHS will also train all teachers in effectively using Performance Matters. This will give teachers the opportunity to review the data on all his/her students and base instruction and the implementation of instructional strategies on student needs and learning styles.

SIM will continue to be a focus for delivering engaging classroom instruction – follow up sessions will be offered this year as part of CRH's PD plan.

### *NCLB Public School Choice*

- **Notification of School in Need of Improvement (SINI) Status**

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

- **Public School Choice with Transportation (CWT) Notification**

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

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

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

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

### *\*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(b) F.S

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

All teachers have been trained in the SIM, Strategic Instructional Model: Framing Routine and SIM Question Exploration. The Framing Routine impacts students' success in both content learning and the development of literacy skills and strategies. Question Exploration is a routine that helps students and teachers explore and answer a critical question through the development of smaller supporting questions and an exploration of details that provide foundational understandings related to those supporting questions. SIM compares to FCIM, Florida Continuous Improvement Model by emphasizing plan, do, act, check routine which.

All content teachers will receive PD in NG-CAR-PD with the exception of those teachers who have already obtained CAR-PD certification and those teachers who have already obtained the Reading Endorsement. This PD model is aligned with the core standards and will further assist teachers in incorporating effective teaching practices based on thorough PD in guiding teachers into analyzing and responding to student data.

### *\*High Schools Only*

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

June 2011

Rule 6A-1.099811

Revised June 1, 2011 FRH

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

Students are afforded the opportunity to experience the world of work through academies and specific courses including: Health Academy, Business Academy, Early Childhood Education, TV Production, Cooperative Diversified Education, School to Work Program (Community Based Instruction), and an academic link with our district's comprehensive vocational program Withlacoochee Technical Institute. Additionally, elective courses are offered in art, music, drama, agriculture, and family and consumer science.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are scheduled according to their major area of interest. Academy leaders visit feeder schools and meet with all students to promote courses of study. Counselors meet with students by grade level to provide information regarding academies, majors, and additional course selections. Parents are invited to attend individual meetings with students.

Ninth, tenth, and eleventh grade students will be participating in EPEP, which will assist them in preparing for their futures.

### *Postsecondary Transition*

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

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

- Students are scheduled according to their major area of interest.
- Academy leaders visit feeder schools and meet with all students to promote courses of study.
- Guidance counselors meet with students by grade level to provide information regarding academies, majors, and additional course selections.
- Encourage students to take SAT, ACT, and PERT
- Provide information on an ongoing basis pertaining to scholarships and other opportunities for academic assistance. (Bright Futures, etc.)
- Students are given the opportunity to attend several college/career fairs throughout the school year.
- Students receive postsecondary information during homeroom and senior class meetings.
- Students are encouraged and given the opportunity to enroll in AP classes, as well as Dual Enrollment classes through The College of Central Florida.

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

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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
<b>1. Students achieving proficiency (FCAT Level 3) in reading</b> Reading Goal #1:			1.1. Providing time for teachers to analyze student data and planning for effective implementation of strategies that will meet student learning needs.	1.1. Provide planned PD Data Days enabling teachers to thoroughly look at students’ previous and current FCAT, FAIR, and CBAT data. <ul style="list-style-type: none"> <li>• FAIR data for level 1 and 2 students only</li> </ul>	1.1. Administration, department heads, District Literacy Coach, teachers.	1.1. Classroom walkthroughs, PD follow up sessions to review data and collaborate in PLCs.	1.1. CBAT, FAIR Progress Monitoring-Mini Assessments Clickers FCAT Explorer Paper Assessments
<i>Increase the percentage of students achieving 3 or above.</i>	2011 Current Level of Performance: *  <i>Current level of performance is 47%.</i>	2012 Expected Level of Performance: *  <i>Expected level of performance is 52%.</i>					

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		1.2.	1.2. Provide PD for teachers to incorporate the use of Electronic Assessments in the classroom to continuously monitor student mastery of standards.	1.2. Administration, teachers, District Literacy Coach, Technology Support Specialist, District Supervisor for testing data.	1.2. Classroom walkthroughs, lesson plan reviews to determine consistent use of the assessment tool	1.2. CBAT, FAIR <b>Progress Monitoring-Mini Assessments Clickers FCAT Explorer Paper Assessments</b>
		1.3.	1.3. PD on NG-CAR-PD enabling teachers across all curricular to incorporate effective and research based reading strategies that are appropriate for the content being taught.	1.3. Administration, teachers, District Literacy Coach	1.3. Classroom walkthroughs, lesson plan reviews, teacher observations, follow up PLC sessions to share best practices.	1.3. CBAT, FAIR, FCAT results.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</b>		2.1. The need for all teachers to evaluate student progress on CBAT.	2.1. Analyze the data on CBAT and focus instruction on key concepts in areas where students are collectively struggling.	2.1. Teachers, District Literacy Coach, Assessment Specialist	2.1. CBAT, Performance Matters	2.1. CBAT, Performance Matters
<u>Reading Goal #2:</u>						
<i>To increase or maintain levels of students achieving proficiency on the FCAT at levels 4 and 5 in grades 9 and 10 combined.</i>	2011 Current Level of Performance:*					
	18%	20%				
		2.2.	2.2. Differentiating whole class instruction to meet the needs of all students.	2.2. Administration, District Literacy Coach, Teachers	2.2. Performance Matters, CBAT, Electronic Mini Formative Assessments.	2.2. CBAT results, Data Chats, PLCs
		2.3	2.3 Curriculum mapping and common assessments in content areas.	2.3 Dept. Heads, Assessment Specialist	2.3 Common assessments within departments	2.3 CBAT, Mini Electronic Assessment results.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Percentage of students making Learning Gains in reading</b>		3.1. Time for teachers to access data on a consistent basis to ensure the monitoring of student progress and implementing effective interventions based on student strengths and	3.1. Provide teachers with in depth training on viewing student data through Performance Matters	3.1. Supervisor Research and Accountability, School Support Technologist	3.1. Classroom Walkthroughs, Teacher Observations, Lesson Plans.	3.1. CBAT, FAIR, and FCAT results and mini electronic assessments Progress Monitoring FCAT Explorer Paper Assessments
<u>Reading Goal #3:</u>						
<i>To Increase the percentage of</i>	2011 Current Level of Performance:*					

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<i>students making learning gains</i>	50%	52%	weaknesses.	Provide planned PD Data Days to build progress monitoring assessments and analysis to guide instruction.			
			3.2Time for teachers to meet and reflect on the effectiveness of individual classroom instructional practices.	3.2. Provide teachers with PD time that is teacher centered, whereby they are given the opportunity to combine expertise in their specific content areas. This would involve vertical and horizontal alignment.	3.2. All teachers, District Literacy Coach, Department Heads, Administration	3.2. CBAT, classroom tests and quizzes, unit tests, and finals	3.2. FCAT
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Percentage of students in Lowest 25% making learning gains in reading</b>			4.1.	4.1.3.1. Provide teachers with in depth training on viewing student data through Performance Matters	4.1. Teachers, District Literacy Coach, SAI aide, Dept. heads, administration, RtI team	4.1. FAIR progress monitoring, Performance Matters, Electronic Mini Assessments, CBAT	4.1. FCAT
Reading Goal #4:							
<i>To increase the percentage of learning gains in those students who are in the lowest quartile subgroup of students.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>		Provide planned PD Data Days to build progress monitoring assessments and analysis to guide instruction.			
	41%	45%					
			4.2.	4.2. Provide Data analysis opportunities for Intensive Reading teachers.	4.2. Teachers, District Literacy Coach, Administration, Assessment Specialist, RtI team	4.2. Performance Matters, CBAT, FAIR	4.2. FCAT Progress Monitoring Electronic Assessments FCAT Explorer Paper Assessments
			4.3	4.3.Extend learning	4.3. Teachers,	4.3.Classroom tests and quizzes,	4.3. FCAT

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			opportunities through after school tutoring, extended reading blocks, the Learning Lab	Assessment Specialist, ESE Specialist, ESE Department Head	FAIR, CBAT	Improvement in academic grades				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5A:</u>  To increase the percentage of students meeting AYP in this subgroup. (White)	<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)	5A.1. White: No Black: NA Hispanic: NA Asian: NA American Indian: NA  This sub-group most likely merges with the sub-group of the ED. These students are often not receiving adequate nutrition and sleep on a consistent basis, which affects testing days.	5A.1. Provide year-long instruction in Intensive Reading and Language Arts with highly qualified instructors. Instructors who differentiate instruction and provide students with a variety of high yield learning strategies	5A.1. Administration, Teachers, District Literacy Coach,	5A.1. Walkthroughs and teacher observations	5A.1. FCAT/AYP results Progress Monitoring Electronic Assessments FCAT Explorer Paper Assessments				
	<table border="1"> <thead> <tr> <th>2011 Current Level of Performance:*</th> <th>2012 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>                             White: 45%                              Black: NA                              Hispanic: NA                              Asian: NA                              American Indian: NA                         </td> <td>                             White: 79%                              Black: NA                              Hispanic: NA                              Asian: NA                              American Indian: NA                         </td> </tr> </tbody> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	White: 45% Black: NA Hispanic: NA Asian: NA American Indian: NA	White: 79% Black: NA Hispanic: NA Asian: NA American Indian: NA	5A.2.	5A.2. Require content area teachers to earn the NG-CAR-PD certification to ensure student success in content area reading and comprehension.	5A.2. Administration, teachers, District Literacy Coach, ESE staff.	5A.2. Walkthroughs and teachers observations	5A.2. FCAT/AYP results
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*								
White: 45% Black: NA Hispanic: NA Asian: NA American Indian: NA	White: 79% Black: NA Hispanic: NA Asian: NA American Indian: NA									
	5A.3. Often, these students are unable to attend after school tutoring due to lack of transportation	5A.3. Provide during the school day tutoring sessions/pull outs	5A.3. Administration, teachers, aides	5A.3. CBAT/FAIR data	5A.3. FCAT/AYP results, Improvement in academic grades					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5B:</u>	<b>Reading Goal #5B: English Language Learners (ELL)</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.				

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5C:</u>	<b>Reading Goal #5C: Students with Disabilities (SWD)</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			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	
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5D:</u>	<b>Reading Goal #5D: Economically Disadvantaged</b>	5D.1. This sub-group faces a number of barriers that can affect student performance. <ul style="list-style-type: none"> <li>Rest prior to testing</li> <li>Nutritional needs prior to testing</li> </ul>	5D.1. Identify the students who are classified as ED. Share this information with the teachers and Guidance Counselors who serve these students so that the proper interventions can be provided in order for the students to be successful during the	5D.1. Administration, Guidance Counselors, Social Worker, teachers	5D.1. CBAT, FAIR data	5D.1. FCAT/AYP results	

## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

To increase the percentage of students making AYP in the Economically Disadvantaged sub group	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	<ul style="list-style-type: none"> <li>Ability to focus due to events occurring outside the school day</li> </ul>	school day.			
	35%	40%					
		5D.3. Many of the students in this sub-group are unable to attend after school tutoring due to lack of transportation	5D.3. Provide during the school day – pull out sessions for disfluent level 1 and 2 students.	5D.3. Administrators, teachers, teacher aides	5D.3. CBAT/FAIR data	5D.3. FCAT/AYP results	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NG-CAR-PD training	9-12	District Literacy Coach	All teachers who have not obtained the Reading Endorsement and/or previous CAR-PD certification.	At least two Thursdays per month during planning blocks	Classroom walkthroughs by administration, District Literacy Coach walkthroughs, PLC during planning blocks to share examples of student work, share effective processes and practices	Administration and District Literacy Coach
Performance Matters	9-12	Supervisor for	All teachers – All subjects	Two hour sessions during	PLCs to ensure data chats,	Administration, Assessment

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Data Collection		Research and Accountability at the District Level	across all grade levels	PD days set forth by the District Calendar	classroom walkthroughs, classroom assessments, CBAT and FAIR data	Specialist
SIM overview/refresher in-service carried over from 2010-2011 school year. (Unit Organizer, Frame and Question Exploration)	9-12	Terry Norris - FDLRS	All teachers – All subjects across all grade levels	Half day trainings. Anticipated training date is mid-October.	PLCs, classroom walkthroughs, CBAT and FAIR data	Administration
Electronic Assessment Tools	FCAT tested subject areas	John Mullen	FCAT tested subject area teachers	½ day training to approximately 24 teachers and co-teachers. (9-22-11)	Classroom walkthroughs, lesson plans, CBAT and FAIR Data	Administration
Technology Tools in the Classroom	9-12	Jerry Swiatek	All teachers – All subjects across all grade levels.	October 13, November 3, December 1- during planning blocks	Classroom walkthroughs, lesson plans	Administration
PD-360 – Online PD for teaching resources	9-12	Kit Humbaugh	All teachers – All subjects across all grade levels	October date TBD during planning block	Classroom walkthroughs, lesson plans, teacher completing certificates on classes taken	Administration

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
SIM refresher course on Frame and Questioning.	Terry Norris – Facilitator	TEC	\$465.00 full day training during teacher’s planning blocks
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Electronic Assessment Tool for mini assessments	John Mullen – District office will provide ½ training to teachers who teach FCAT related content (Algebra I, Geometry, Biology, Intensive Reading, English Grades 9 and	TEC	\$1,260.00

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

	10.		
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Performance Matters – English and Reading teachers – providing time for teachers to review data on struggling students based on previous FCAT, CBAT, and FAIR	Karen Jordan, Program Specialist, District Office.	TEC	\$800.00
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Reading Goals*

**Mathematics Goals**

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

<b>MATHEMATICS GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency (Level 3) in mathematics</b>			1.1. Time to coordinate the math curriculum with the new benchmark standards – time to organize and implement during the school day.	1.1. Develop timelines for each course in order to support the benchmarks with a focus on sufficient mathematics content instruction prior to testing.	1.1. Math teachers, department head	1.1. Focused walkthroughs and teacher lesson plans	1.1. Electronic assessment tool on mini formative assessments.
<b>Mathematics Goal #1:</b>							
80% of all Algebra 1 students will score at level 3 or above on the Algebra 1 EOC exam.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	72%	80%					

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			1.2. Time to create authentic assessments with new textbooks and time to provide online student practice.	1.2. Develop EOC like questions using the Electronic Assessment tool to ensure mastery of specific standards – re-teach and re-assess those benchmarks not being mastered.	1.2. Math Teachers, Department head, Support Technology Specialist	1.2. Walkthroughs, teacher lesson plans	1.2. Electronic assessment tool on mini formative assessments, E-Pat online practice, EOC results
			1.3.	1.3. Co-taught classes in year-long Algebra I A and I B and Informal Geometry classes.	1.3. Math Teachers	1.3. Walkthroughs, teacher lesson plans	1.3. Electronic assessment tool, CBAT data, E-Pat online practice, EOC results
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students achieving above proficiency (Levels 4 and 5) in mathematics</b>			2.1. Exam Rigor	2.1. Develop timelines for each course in order to support the benchmarks with a focus on sufficient mathematics content instruction prior to testing.	2.1. Math teachers, department head	2.1. Focused walkthrough and teacher lesson plans	2.1. Electronic assessment tool, teacher lesson plans
<b>Mathematics Goal #2:</b>							
40% of all Algebra 1 students will score a level 4 or 5 on the Algebra I EOC exam.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	36%	Maintain current level of performance in order to remain in the upper 20% on the EOC		Provide time for on-line practice			
			2.2. Time to create authentic assessments with new textbooks and time to provide online student practice	2.2. Develop EOC like questions using the Electronic Assessment tool to ensure mastery of specific standards – re-teach and re-assess those benchmarks not being mastered.	2.2. Math Teachers, Department head	2.2. Walkthroughs, teacher lesson plans	2.2. Electronic assessment tool, teacher lesson plans
			2.3	2.3 Incorporate NG-CAR-PD strategies into the teaching of word problems and math vocabulary acquisition	2.3 Math teachers, department head, District Literacy Coach	2.3 Walkthroughs, teacher lesson plans, PLCs to share effective practices	2.3 Walkthroughs, teacher observations, teacher lesson plans, EOC results
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Percentage of students making learning gains in mathematics (excluding 9<sup>th</sup> grade; learning gains will not be available for this grade)</b>			1.3. Time to coordinate the math curriculum with the new benchmark standards – time to organize and implement	1.1. Develop timelines for each course in order to support the benchmarks with a focus on sufficient mathematics content	1.1. Math teachers, department head	1.1. Focused walkthroughs and teacher lesson plans	1.1. Electronic assessment tool on mini formative assessments.
<b>Mathematics Goal #3:</b>							

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

80% of Algebra 1 students will make learning gains in math as measured by the Algebra 1 EOC exam.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	during the school day.	instruction prior to testing.  Algebra I A and I B and Informal Geometry co-teach classes.  Provide time for FCAT Explorer practice			
	73%	80%					
			1.4. Time to create authentic assessments with new textbooks and time to provide online student practice.	1.2. Develop EOC like questions using the Electronic Assessment tool to ensure mastery of specific standards – re-teach and re-assess those benchmarks not being mastered.	1.2. Math Teachers, Department head, Support Technology Specialist	1.2. Walkthroughs, teacher lesson plans	1.2. Electronic assessment tool on mini formative assessments, E-Pat online practice, EOC results
		3.3.	2.3 Incorporate NG-CAR-PD strategies into the teaching of word problems and math vocabulary acquisition.  After school math tutoring  Learning Lab assistance	2.3 Math teachers, department head, District Literacy Coach	2.3 Walkthroughs, teacher lesson plans, PLCs to share effective practices	2.3 Walkthroughs, teacher observations, teacher lesson plans, EOC results	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b> <u>Mathematics Goal #4:</u>			4.1 .Those students who historically struggle in math and do not master specific benchmarks, making it difficult for them to master subsequent benchmarks.	4.1. Create authentic mini assessments using the Electronic Assessment tool. Provide FCAT Explorer Practice After school tutoring program  The Learning Lab to offer alternative placement for testing climate and extended testing time.	4.1. Administration, math teachers, Math department head	4.1. Classroom Walkthroughs, teacher lesson plans, Data days to review student progress/performance	4.1. Electronic mini assessments, EOC results.
70% of students in the lowest quartile will make learning gains in math as measured by the Algebra 1 EOC exam.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	62%						

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			4.2.	1.2. Develop EOC like questions using the Electronic Assessment tool to ensure mastery of specific standards – re-teach and re-assess those benchmarks not being mastered.	1.2. Math Teachers, Department head, Support Technology Specialist	1.2. Walkthroughs, teacher lesson plans	1.2. Electronic assessment tool on mini formative assessments, E-Pat online practice, EOC results
			4.3.	2.3 Incorporate NG-CAR-PD strategies into the teaching of word problems and math vocabulary acquisition.	2.3 Math teachers, department head, District Literacy Coach	2.3 Walkthroughs, teacher lesson plans, PLCs to share effective practices	2.3 Walkthroughs, teacher observations, teacher lesson plans, EOC results
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5A:</b> <i>80% of students in each subgroup will achieve AYP in math</i>	<b>Mathematics Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: NA Hispanic: NA Asian: NA American Indian: NA	5A.1. Continue to provide co-taught instruction in Algebra I A and I B and Informal Geometry to provide more individualized instruction to students who are not mastering specific benchmarks.  After school math tutoring  Learning Lab – provides alternative testing setting and extended time.	5A.1. Math teachers, department head, Administration	5A.1. Walkthroughs, teacher lesson plans	5A.1. .Electronic assessment tool on mini formative assessments, E-Pat online practice, EOC results
	2011 Current Level of Performance: * White: 72% Black: NA Hispanic: NA Asian: NA American Indian: NA	2012 Expected Level of Performance: * White: 80% Black: NA Hispanic: NA Asian: NA American Indian: NA	This sub-group most likely merges with the sub-group of the ED. These students are often not receiving adequate nutrition and sleep on a consistent basis, which affects testing days.	5A.2.	2.3 Incorporate NG-CAR-PD strategies into the teaching of word problems and math vocabulary acquisition.	2.3 Math teachers, department head, District Literacy Coach	2.3 Walkthroughs, teacher lesson plans, PLCs to share effective practices
			5A.3.	1.2. Develop EOC like questions	1.2. Math Teachers,	1.2. Walkthroughs, teacher lesson	1.2. Electronic assessment

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			using the Electronic Assessment tool to ensure mastery of specific standards – re-teach and re-assess those benchmarks not being mastered.	Department head, Support Technology Specialist	plans	tool on mini formative assessments, E-Pat online practice, EOC results
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5B:</b>	<b>Mathematics Goal #5B: English Language Learners (ELL)</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			5B.2.	5B.2.	5B.2.	5B.2.
		5B.3	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5C:</b>	<b>Mathematics Goal #5C: Students with Disabilities (SWD)</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		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	
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5D:</b>	<b>Mathematics Goal #5D: Economically Disadvantaged</b>		5D.1. This sub-group faces a number of barriers that can affect student performance. <ul style="list-style-type: none"> <li>Rest prior to testing</li> <li>Nutritional needs prior to testing</li> <li>Ability to focus due to events occurring outside the school day</li> <li></li> </ul>	5D.1. Identify the students who are classified as ED. Share this information with the teachers and Guidance Counselors who serve these students so that the proper interventions can be provided in order for the students to be successful during the school day.  Monthly progress updates for students in the lowest quartile	5D.1. Administration, Guidance Counselors, Social Worker, teachers	5D.1. Classroom walkthroughs, teacher lesson plans, Electronic assessment tool	5D.1. EOC Results,
	70% of economically disadvantaged students will achieve AYP in math.	<table border="1"> <tr> <td>2011 Current Level of Performance:*</td> <td>2012 Expected Level of Performance:*</td> </tr> <tr> <td>64%</td> <td>70%P</td> </tr> </table>					
2011 Current Level of Performance:*	2012 Expected Level of Performance:*						
64%	70%P						
		5D.2. Students who are consistently unsuccessful in math classes	5D.2. The Learning Lab – to offer Plato classes for credit recovery Co-taught Algebra I A and I B and Informal Geometry classes  After School tutoring Penn Foster Program	5D.2. Math teachers, The Learning Lab staff, teacher aides, administration	5D.2. Utilization of these programs and keeping accurate data on successful completion rates.	5D.2.	
		5D.3.	2.3 Incorporate NG-CAR-PD strategies into the teaching of word problems and math vocabulary acquisition.	2.3 Math teachers, department head, District Literacy Coach	2.3 Walkthroughs, teacher lesson plans, PLCs to share effective practices	2.3 Walkthroughs, teacher observations, teacher lesson plans, EOC results	

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD-360 – Online PD for teaching resources	9-12	Kit Humbaugh	All teachers – All subjects across all grade levels	October date TBD during planning block	Classroom walkthroughs, lesson plans, teacher completing certificates on classes taken	Administration
Technology Tools in the Classroom	9-12	Jerry Swiatek	All teachers – All subjects across all grade levels.	October 13, November 3, December 1- during planning blocks	Classroom walkthroughs, lesson plans	Administration
NG-CAR-PD training	9-12	District Literacy Coach	All teachers who have not obtained the Reading Endorsement and/or previous CAR-PD certification.	At least two Thursdays per month during planning blocks	Classroom walkthroughs by administration, District Literacy Coach walkthroughs, PLC during planning blocks to share examples of student work, share effective processes and practices	Administration and District Literacy Coach
Performance Matters Data Collection	9-12	Supervisor for Research and Accountability at the District Level	All teachers – All subjects across all grade levels	Two hour sessions during PD days set forth by the District Calendar	PLCs to ensure data chats, classroom walkthroughs, classroom assessments, CBAT and FAIR data	Administration, Assessment Specialist

**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
Electronic Assessment Tool for mini assessments	John Mullen – District office will provide ½ training to teachers who teach FCAT related content (Algebra I, Geometry, Biology, Intensive Reading, English Grades 9 and 10.	TEC	\$1,260.00
NG-CAR-PD	Provide training to teachers to ensure research based instructional strategies in	TEC	\$1100.00

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

	combination with looking at student data. Applying appropriate strategies in conjunction with student learning data		
<b>Subtotal:</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

**Science Goals**

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

<b>SCIENCE GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency (FCAT Level 3) in science</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1:							
<i>Enter narrative for the goal in</i>		2011 Current Level of Performance:*	2012 Expected Level of Performance:*				

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<i>this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b>							
<i>Enter narrative for the goal in this box.</i>	<b>2011 Current Level of Performance:*</b>	<b>2012 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NG-CAR-PD training	9-12	District Literacy Coach	All teachers who have not obtained the Reading Endorsement and/or previous CAR-PD certification.	At least two Thursdays per month during planning blocks	Classroom walkthroughs by administrators, District Literacy Coach walkthroughs, PLC during planning blocks to share examples of student work, share effective processes and practices	Administration and District Literacy Coach
Performance Matters Data Collection	9-12	Supervisor for Research and	All teachers – All subjects across all grade levels	Two hour sessions during PD days set forth by the	PLCs to ensure data chats, classroom walkthroughs, classroom	Administration, Assessment Specialist

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		Accountability at the District Level		District Calendar	assessments, CBAT and FAIR data	
SIM overview/refresher in-service carried over from 2010-2011 school year. (Unit Organizer, Frame and Question Exploration)	9-12	Terry Norris - FDLRS	All teachers – All subjects across all grade levels	Half day trainings. Anticipated training date is mid-October.	PLCs, classroom walkthroughs, CBAT and FAIR data	Administration
Technology Tools in the Classroom	9-12	Jerry Swiatek	All teachers – All subjects across all grade levels.	October 13, November 3, December 1- during planning blocks	Classroom walkthroughs, lesson plans	Administration
PD-360 – Online PD for teaching resources	9-12	Kit Humbaugh	All teachers – All subjects across all grade levels	October date TBD during planning block	Classroom walkthroughs, lesson plans, teacher completing certificates on classes taken	Administration

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

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

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

Strategy	Description of Resources	Funding Source	Amount
SIM refresher course on Frame and Questioning.	Terry Norris – Facilitator	TEC	\$465.00 full day training during teacher’s planning blocks

**Subtotal:**

Technology

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

Professional Development

Strategy	Description of Resources	Funding Source	Amount

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

**Writing Goals**

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

<b>WRITING GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing</b>			1.1. Time for teachers to meet to analyze and evaluate student writing.	1.1. Provide time for English teachers to meet to review State Standards, collaborative scoring of writing assessments in the classroom and consistently provide opportunities for students to write.	1.1. English teachers, District Contact for HS English, Department Head	1.1. Classroom walkthroughs, lesson plans, sharing best practices,	1.1. FCAT Writing
<b>Writing Goal #1:</b>							
<i>To increase the percentage of students scoring 4 on FCAT Writing</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	71%	75%					
			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
<b>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>	<b>Writing Goal #2A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1.	2A.1.	2A.1.	2A.1.

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<u>Writing Goal #2A:</u>						
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
			2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>	<b>Writing Goal #2B: English Language Learners (ELL)</b>	2B.1.	3B.1.	2B.1.	2B.1.	2B.1.
<u>Writing Goal #2B:</u>						
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> Writing Goal #2C:	<b>Writing Goal #2C: Students with Disabilities (SWD)</b>		2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
<i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.	2C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> Writing Goal #2D:	<b>Writing Goal #2D: Economically Disadvantaged</b>		2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
<i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

**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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
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**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Data Days	English Teachers grades 9-10	Karen Jordan Kit Humbaugh Sandy Counts	9 <sup>th</sup> and 10 <sup>th</sup> grade English Teachers	Data Days: September 16 <sup>th</sup> Follow up date TBD	Writing prompts double scored by the English Teachers, analyze writing and share best practices.	Kit Humbaugh Sandy Counts

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Writing Goals*

**Attendance Goal(s)**

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. Students not attending school due to failing grades and family hardships	1.1. Schedule CST meetings with parents, student, Assistant Principal overseeing attendance, Attendance Assistant, Grade level Guidance Counselor, Social Worker	1.1. Kit Humbaugh, Kellie Redner, Debbie Embree	1.1 .Compile data on a quarterly basis and monitor from one quarter to the next.	1.1. Data Collection
<b>Attendance Goal #1:</b>							
<i>To decrease the number of attendance appeals from quarter to quarter during the 2011-2012 school year.</i>	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	95%						
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

	66	80					
	2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)					
	12	25					
			1.2. Students are not motivated to be academically successful	1.2. Consistently provide relevant PD to students in order to make classroom instruction more engaging and motivating.	1.2. Kit Humbaugh Debbie Stanley – District Literacy Coach	1.2. Lesson plans, classroom walkthroughs, teacher PDPs, classroom observations	1.2. CBAT, FCAT
			1.3.	1.3.	1.3.	1.3.	1.3.

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NG-CAR-PD training	9-12	District Literacy Coach	All teachers who have not obtained the Reading Endorsement and/or previous CAR-PD certification.	At least two Thursdays per month during planning blocks	Classroom walkthroughs by administration, District Literacy Coach walkthroughs, PLC during planning blocks to share examples of student work, share effective processes and practices	Administration and District Literacy Coach
Performance Matters Data Collection	9-12	Supervisor for Research and Accountability at the District Level	All teachers – All subjects across all grade levels	Two hour sessions during PD days set forth by the District Calendar	PLCs to ensure data chats, classroom walkthroughs, classroom assessments, CBAT and FAIR data	Administration, Assessment Specialist
SIM overview/refresher in-service carried	9-12	Terry Norris - FDLRS	All teachers – All subjects across all grade levels	Half day trainings. Anticipated training date is mid-October.	PLCs, classroom walkthroughs, CBAT and FAIR data	Administration

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

over from 2010-2011 school year. (Unit Organizer, Frame and Question Exploration)						
Electronic Assessment Tools	FCAT tested subject areas	John Mullen	FCAT tested subject area teachers	½ day training to approximately 24 teachers and co-teachers. (9-22-11)	Classroom walkthroughs, lesson plans, CBAT and FAIR Data	Administration
Technology Tools in the Classroom	9-12	Jerry Swiatek	All teachers – All subjects across all grade levels.	October 13, November 3, December 1- during planning blocks	Classroom walkthroughs, lesson plans	Administration
PD-360 – Online PD for teaching resources	9-12	Kit Humbaugh	All teachers – All subjects across all grade levels	October date TBD during planning block	Classroom walkthroughs, lesson plans, teacher completing certificates on classes taken	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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Attendance Goals*

**Suspension Goal(s)**

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

<b>SUSPENSION GOAL(S)</b>		<b>Problem-solving Process to Decrease Suspension</b>					
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	
<b>1. Suspension</b>		1.1. Students who are not academically successful often have discipline issues.	1.1. Provide engaging and relevant instruction that is motivating based on school-wide PD initiatives.  After school tutoring to give students the opportunity to be academically successful.  The Learning Lab – classes on Plato to encourage Grade Recovery during and after school.	1.1. Administration, teachers, RtI team	1.1. A decrease in the number of in-school and out of school suspensions.	1.1. Review of data on a quarterly basis by the Discipline committee.	
<b>Suspension Goal #1:</b>							
To decrease the number of students placed in ISS by 5%..	2011 Total Number of In-School Suspensions						2012 Expected Number of In-School Suspensions
	412						650
	2011 Total Number of Students Suspended In-School						2012 Expected Number of Students Suspended In-School
	412						650
	2011 Number of Out-of-School Suspensions						2012 Expected Number of Out-of-School Suspensions
	329						350
	2011 Total Number of Students Suspended Out-of-School	2012 Expected Number of Students Suspended Out-of-School					
329	350						
		1.2.	1.2. Provide alternatives to suspension: Saturday School and Lunch Detention	1.2. Administration and teachers	1.2.Data collection	1.2. Administration and Discipline committee.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NG-CAR-PD training	9-12	District Literacy Coach	All teachers who have not obtained the Reading Endorsement and/or previous CAR-PD certification.	At least two Thursdays per month during planning blocks	Classroom walkthroughs by administrators, District Literacy Coach walkthroughs, PLC during planning blocks to share examples of student work, share effective processes and practices	Administrators and District Literacy Coach
Performance Matters Data Collection	9-12	Supervisor for Research and Accountability at the District Level	All teachers – All subjects across all grade levels	Two hour sessions during PD days set forth by the District Calendar	PLCs to ensure data chats, classroom walkthroughs, classroom assessments, CBAT and FAIR data	Administrators, Assessment Specialist
SIM overview/refresher in-service carried over from 2010-2011 school year. (Unit Organizer, Frame and Question Exploration)	9-12	Terry Norris - FDLRS	All teachers – All subjects across all grade levels	Half day trainings. Anticipated training date is mid-October.	PLCs, classroom walkthroughs, CBAT and FAIR data	Administrators
Electronic Assessment Tools	FCAT tested subject areas	John Mullen	FCAT tested subject area teachers	½ day training to approximately 24 teachers and co-teachers. (9-22-11)	Classroom walkthroughs, lesson plans, CBAT and FAIR Data	Administration
Technology Tools in the Classroom	9-12	Jerry Swiatek	All teachers – All subjects across all grade levels.	October 13, November 3, December 1- during planning blocks	Classroom walkthroughs, lesson plans	Administration
PD-360 – Online PD for teaching resources	9-12	Kit Humbaugh	All teachers – All subjects across all grade levels	October date TBD during planning block	Classroom walkthroughs, lesson plans, teacher completing certificates on classes taken	Administration

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

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

<b>DROPOUT PREVENTION GOAL(S)</b>	<b>Problem-solving Process to Dropout Prevention</b>				
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

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>1. Dropout Prevention</b>		1.1. Poor attendance of at risk students	1.1. Monitor academic achievement of all students who are at risk in grades 9-12 to ensure they are on track for graduation.	1.1. Kit Humbaugh, Attendance Assistant, Social Worker, teachers, RtI team, and Guidance Counselors	1.1. Monitor absences and academics on a quarterly basis	1.1. Data reports generated by the Data Secretary, attendance reports, and Guidance Counselor credit checks.	
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>							
To increase the graduation rate and reduce the dropout rate  2011 Dropout data not available at this time..	2011 Current Dropout Rate:*						2012 Expected Dropout Rate:*
	Enter numerical data for dropout rate in this box.						Enter numerical data for expected dropout rate in this box.
	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*					
	83%	95%					
		1.2.	1.2. Provide avenues for making up lost credit such as the Learning Lab during and after school, after school tutoring, Penn Foster	1.2.Kit Humbaugh, Mike Callaway, The Learning Lab staff, teacher aides in computer labs	1.2. Monitor absences and academics on a quarterly basis	1.2. On-going data collection and review of Plato and Penn Foster courses completed.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guidance PLC	9-12	Jamie Kolley	Attendance Assistant, Kit Humbaugh, Guidance Counselors, Social Worker, teachers.	Monthly meetings	Review of student grades, earned credits, attendance.	Kit Humbaugh

**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

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

<b>PARENT INVOLVEMENT GOAL(S)</b>	<b>Problem-solving Process to Parent Involvement</b>
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## 2011-2012 School Improvement Plan (SIP)-Form SIP-1

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
<b>1. Parent Involvement</b> Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2011 Current level of Parent Involvement: *	2012 Expected level of Parent Involvement: *				
	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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

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

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

### Parent Involvement Budget

**\* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

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

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

June 2011

Rule 6A-1.099811

Revised June 1, 2011 FRH

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Parent Involvement Goal(s)*

**Additional Goal(s)**

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

<b>ADDITIONAL GOAL(S)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

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
<b>1. Additional Goal</b> <u>Additional Goal #1:</u>		1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level :*</u>					
	<u>2012 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>					
	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

**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

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Additional Goal(s)*

**FINAL BUDGET** (Insert rows as needed)

Please provide the total budget from each section.

<b>Reading Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

	<b>Total:</b>
<b>Science Budget</b>	
	<b>Total:</b>
<b>Writing Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
<b>Suspension Budget</b>	
	<b>Total:</b>
<b>Dropout Prevention Budget</b>	
	<b>Total:</b>
<b>Parent Involvement Budget</b>	
	<b>Total:</b>
<b>Additional Goals</b>	
	<b>Total:</b>
	<b>Grand Total:</b>

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

School Differentiated Accountability Status
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**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<input type="checkbox"/> Intervene	<input checked="" type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A
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- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

**School Advisory Council**

*School Advisory Council (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 citizens 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 measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.
<p>The SAC will meet on a monthly basis to</p> <ul style="list-style-type: none"> <li>- Discuss all phases of the School Improvement Plan (SIP)</li> <li>- Vote on proposed use of SAC funds</li> <li>- Promote parental and community involvement activities</li> <li>- FCAT recognition activities will be discussed to reward students for improvement or achieving/maintaining a high level</li> <li>- Offer input in the construction phases for the rebuild/reconstruction of CRHS</li> </ul>

Describe projected use of SAC funds.	Amount
Academic Programs such as tutoring	2,000.00
Student/Staff recognition	300.00
Mini Grants awarded to teachers	4,000.00