FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: St. Augustine High	District Name: St. Johns County
Principal: Cathy Mittelstadt	Superintendent: Dr. Joseph Joyner
SAC Chair: Colby Wright and Lauren Spatola	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	Cathy Mittelstadt	BA – Education, UNC Chapel Hill MEd – University of Central Florida Ed.S – Nova University	3	14	St. Augustine High School 2010-2011 Grade: B Reading Mastery: 59%, Math Mastery 80%, Science Mastery: 46% Learning Gains: Reading - 55%, Math - 74% Lowest 25% LG: Reading - 47%, Math- 63% AYP: 79% St. Augustine High School 2009-2010 Grade: B Reading Mastery: 55%, Math Mastery 80%, Science Mastery: 46% Learning Gains: Reading - 53%, Math -

					79% Lowest 25% LG: Reading - 40%, Math-67% AYP: 79% St. Augustine High School 2008-2009 Grade: A Reading Mastery: 51%, Math Master: 78%, Science Mastery: 51% Learning Gains Reading:54% Math 82% Lowest 25% LG Reading: 47% Math 74% AYP: 79% Murray Middle School 2007-2008 Grade: A Reading Mastery: 71%, Math Mastery: 65%, Science Mastery: 51% AYP: 32%
Assistant Principal	George Mastoridis	BA - Education, Flagler College MEdL - University of North Florida	5	11	St. Augustine High School 2010-2011 Grade: B Reading Mastery: 59%, Math Mastery 80%, Science Mastery: 46% Learning Gains: Reading - 55%, Math - 74% Lowest 25% LG: Reading - 47%, Math- 63% AYP: 79% St. Augustine High School 2009-2010 Grade: B Reading Mastery: 55%, Math Mastery 80%, Science Mastery: 46% Learning Gains: Reading - 53%, Math -79% Lowest 25% LG: Reading - 40%, Math-67% AYP: 79%
Assistant Principal	Kristin Bozeman	BA - English, University of FL Masters- English, University of North Florida	1	3	St. Augustine High School 2010-2011 Grade: B Reading Mastery: 59%, Math Mastery 80%, Science Mastery: 46% Learning Gains: Reading - 55%, Math - 74% Lowest 25% LG: Reading - 47%, Math- 63% AYP: 79%

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Instructional Literacy Coach	Donna McCarthy-Jensen	MeD – University of Florida Certifications: ESOL (K-12), Reading Endorsement, Specific Learning Disabilities (K-12), Mentally Handicapped (K-12)	6	0	

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Utilization of district PATS program	Principal	Upon Posting
2. Mentoring Program	Select Faculty/Staff	End of 1st year
3. Focus on providing rigorous and relevant program	Administration	Ongoing
4. Provide quality staff development through personal learning communities	Administration, Instructional Literacy Coach, Department Chairs	Ongoing

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

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
7	Working with the Instructional Literacy Coach to implement reading strategies.

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
94	4% (4)	26% (24)	21% (20)	49% (46)	43% (40)	96%	16% (15)	4% (4)	14% (13)

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.

Mentee Assigned	Mentor Name	Rationale for Pairing	Planned Mentoring Activities
Caitlin Likens	Cheree Brennan	English Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Lea Galloza	Scott Benyacko	English Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Ashley Banks	Tracy Kennen	ESE Department Colleagues	New teacher training, monthly meetings, common planning

			opportunities
Parker Eckoff	Hazel McCall	ESE Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Gary Wilson	Kate Keating	Math Department Colleagues	New teacher training, monthly meetings, common planning opportunities
MaryKatherine Boss	Michelle Wamser	Math Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Heather Taylor	Linda Herrera	English Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Heather Naughton	Judy Ashley	English Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Rebecca Booher	Adam Ringwood	ESE Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Jennifer Whalen	Kendra Eaton	ESE Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Betsy Fishburne	Debbie O' Steen	ESE Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Warren McCray	Gail Cullum	Department Colleagues	New teacher training, monthly meetings, common planning opportunities
Brian Schoonover	Billy Richardson	Department Colleagues	New teacher training, monthly meetings, common planning opportunities

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal (Cathy Mittelstadt): The principal provided a common vision for the School Success Team by structuring the use of data-based decision-making and ensuring that the school-based team is implementing MTSS/RtI. Regular communication with parents regarding our plans and activities will take place through the school website, newsletter, and School Advisory Council meetings. Attendance Dean (Wanda Logan): The Dean of attendance uses several methods to promote and encourage student attendance. She works hand-in-hand with the Principal, district office, sheriff's department, and parents to monitor data collection methods. The Coordinator of Intervention Services (Lorna Kirkham): is the liaison between the School District and St. Augustine High School in verifying compliance and effective implementation of the Correct II Differentiated Accountability Plan. Student Services Personnel (Amy Arnow): Student services primary role is to make sure students have a safe home life in order they may focus on school. Exceptional Student Education (ESE) Coordinator (George Mastoridis): This coordinator will maintain the procedural safeguards required by law with respect to students, staffing, and IEPs. Guidance Department Chair (Ginger Freemann): Academic coursework begins and ends with Guidance Department. As department chair, she works closely with academic department chairs to schedule student's classes designed to develop successful habits. Additionally, the Guidance Department is instrumental with parent communication through the primary method of conferences, as well as the critical link of personal communication between guidance counselor and student. The Career Specialist (Joan Salzberg): is responsible for developing, maintain, and growing the Career Academies. She works closely with guidance and students in creating schedules that are conducive to a college track, including dual-enrollment through St. Johns River Community College.
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 MTSS team will meet every Monday at 9:30 to focus on executing the mission of "making every day count." Meeting agendas will include the review of student performance data and attendance. The Team will identify students who are at moderate or high risk for not meeting benchmarks, as well as those who have reached or exceeded benchmarks. Using this information, the team will design intervention to meet the immediate need of the student.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS team will support the SIP as designed by input from all school stakeholders. During Pre Plan Department meetings teachers revised student performance data and collaboratively worked together to develop the School Improvement Plan. Individual team members contribute data on level 1 and level 2 students, all AYP subgroups, and action steps that will be used to target at-risk students. Throughout the year, the team will make sure that goals set throughout the plan are properly implemented and adjustments will be made if necessary.
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. Baseline Data: Florida Comprehensive Assessment Test (FCAT), Algebra 1 EOC, Geometry EOC, Biology EOC Progress Monitoring: Discovery Education, MAZE for fluency End of Year: Florida Comprehensive Assessment Test (FCAT), Algebra 1 EOC, Geometry EOC, Biology EOC
Describe the plan to train staff on MTSS. The MTSS team was trained during pre-plan by staff from the district office. Roles and expectations of team members will be reviewed weekly at the team meetings.
Describe the plan to support MTSS. The Leadership team at St. Augustine High will support the MTSS initiatives

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The school Literacy Leadership Team will be led by the Instructional Literacy Coach, Donna McCarthy-Jensen. All Intensive reading teachers, as well as representative from each department will be active members and attend all meetings. The literacy strategies will focus on helping students interact with new knowledge, helping students practice and deepen new knowledge, and helping students generate and test hypotheses.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet once a month on Wednesday mornings during the school-wide designated PLCs. Information, data, and strategies discussed at the meetings will then be taken back to departments via the representatives during scheduled department meetings.
What will be the major initiatives of the LLT this year? The LLT will focus on implementing WICOR (Writing, Inquiry Based Instruction, Collaboration, Organization and Reading) school-wide. Specifically, they will design and implement staff training so all teachers, despite the content area, can implement literacy strategies through the curriculum.

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.

2012-2013 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 (2) (b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All teachers are responsible for following their content area pacing guide/calendars. Each week, lessons must include instruction based on the designated skill. Every course, despite the content area, requires the reading of course texts. For this reason, all teachers must provide opportunities for students to learn the language and comprehend required materials.

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?

In conjunction with the five Career Academies at our school, learning cohorts have been established to create relevance to students' future goals and to allow collaborative units to highlight the many relationships between content areas. Multiple electives will be offered to students not in an academy, including an executive externship option, allowing students to receive credit while out in the workforce. In addition, professional learning communities will focus on the creation of engaging learning experiences to provide learning opportunities in a real-world context. Lesson plans with be shared among faculty through a network folder, allowing shared access and the ability to align content goals. Many students will receive reading remediation through the content area. We currently have English teachers and a World History teacher offering this integrated course.

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 play an active role in creating a schedule that aligns to individual academic and career goals. Each student is required to meet with his/her designated counselor to ensure these decisions are the most conducive to reaching personal goals. Joan Salzberg, the Career Specialist, also plays an active role in creating schedules for students involved in the career academies, including dual-enrollment options.

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.

According to the 2007 High School Feedback Report, 70.1% of students completed a college prep curriculum as compared to the 57.5% district and 59.6% state percentages. More recent data is not available. The school dropout rate as of October 2009 is 2.02%. Students who typically exceed standards will be encouraged to participate in the AICE program or take advantage of Dual Enrollment and Advance Placement opportunities. The Students Services department will continuously share information regarding Bright Futures and other available

scholarships.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

<table>
<tr>
<th colspan="3">Reading Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="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:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3" rowspan="2">1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.

Reading Goal #1A:

<i>St. Augustine High will increase the percentage of students achieving proficiency in Reading by 2%</i></td>
<td>1A.1. Large percentage of low achieving students. All subgroups are not making AYP.</td>
<td>1A.1. School-wide implementation of district content area calendars (pacing guides)</td>
<td>1A.1. Instructional Literacy Coach</td>
<td>1A.1. Progress monitoring tools, class assessments, End of Quarter Exams</td>
<td>1A.1.FCAT, Performance Plus</td>
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<td>2012 Current Level of Performance:*</td>
<td>2013 Expected Level of Performance:*</td>
<td>1A.2. Large percentage of low achieving students. All subgroups are not making AYP.</td>
<td>1A.2. Jacket Read of the Week (extended 4th period articles)</td>
<td>1A.2. Instructional Literacy Coach, all departments</td>
<td>1A.2. Progress monitoring tools</td>
<td>1A.2. FCAT</td>
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<td></td>
<td>25 %(205)</td>
<td>27 %</td>
<td>1A.3. Large percentage of low achieving students. All subgroups are not making AYP.</td>
<td>1A.3. After-school FCAT prep/tutoring program</td>
<td>1A.3.Instructional Literacy Coach</td>
<td>1A.3.Progress monitoring tools</td>
<td>1A.3.FCAT, Performance Plus</td>
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<td>1A.4. Large percentage of low achieving students. All subgroups are not making AYP.</td>
<td>1A.4. 90-minute Intensive Reading classes using Read 180.</td>
<td>1A.4. Classroom teachers and Instructional Literacy Coach</td>
<td>1A.4. Discovery Education, MAZE (fluency)</td>
<td>1A.4. FCAT, Performance Plus</td>
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<td>1A.5. Large percentage of low achieving students. All subgroups are not making AYP.</td>
<td>1A.5. 45-minute Intensive Reading classes using Book Jam and high interest novels</td>
<td>1A.5. Classroom teachers and Instructional Literacy Coach</td>
<td>1A.5. Discovery Education, MAZE (fluency)</td>
<td>1A.5. FCAT, Performance Plus</td>
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<td>1A.6. Large percentage of low achieving students. All subgroups are not making AYP.</td>
<td>1A.6. Focus on content area vocabulary instruction</td>
<td>1A.6. Content Area teachers</td>
<td>1A.6. Classroom assessments</td>
<td>1A.6. FCAT, Performance Plus</td>
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<td>1A.7. SWD subgroup not making learning gains.</td>
<td>1A.7. SRA, Scripted Reading</td>
<td>1A.7. ESE Teachers</td>
<td>1A.7. Discovery Education, MAZE (fluency)</td>
<td>1A.7. FCAT, Performance Plus</td>
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<td>1A.8. Large percentage of low achieving students. All subgroups are not making AYP.</td>
<td>1A.8. Use of technology and visual aids in instruction (SMART Slate, ELMO, PS Clickers)</td>
<td>1A.8. Content area teachers</td>
<td>1A.8. Classroom assessments and progress monitoring tools</td>
<td>1A.8. FCAT, Performance Plus</td>
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<td>1A.9. Large percentage of low achieving students. All subgroups are not making AYP.</td>
<td>1A.9. Enrollment in AVID Program</td>
<td>1A.9. AVID Instructor, AVID content teachers</td>
<td>1A.9. Classroom assessment, and progress monitoring tools</td>
<td>1A.9. FCAT, Performance Plus</td>
</tr>
</table>

			1A.10. Students lack interest in reading	1A.10. Teacher-driven literacy initiatives and high interest novels/text	1A.10. Instructional Literacy Coach, Reading and English teachers	1A.10. Discovery Education, MAZE (fluency)	1A.10. FCAT, Performance Plus
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.							
Reading Goal #1B: *St. Augustine high will increase the percentage of students scoring at levels 4, 5, and 6 in reading by 2%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.1 Lack of student interest/ motivation during actual testing period	1B.1 Practice for alternative assessment using curriculum with similar presentation	1B.1 I.D. / Self - contained team	1B.1 Classroom Assessments, Interest Driven materials, real world application	1B.1 Florida Alternate Assessment
	75 % (6)	*77 %*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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. Low performance on research-based questions	2A.1. Content area focus on WICOR strategies	2A.1. Content area teachers	2A.1. Classroom assessments	2A.1. FCAT, Performance Plus
Reading Goal #2A: *St. Augustine High will increase the percentage of students scoring above proficiency by 2 %.*	2012 Current Level of Performance:* *37% (306)*	2013 Expected Level of Performance:* *39%*					
			2A.2. Difficult content area vocabulary	2A.2. Focus on explicit content-area vocabulary instruction	2A.2. Content area teachers	2A.2. Classroom assessments	2A.2. FCAT, Performance Plus
			2A.3. Diverse learning needs	2A.3. Use of technology and visual aids (SMART Slates, ELMOS, CPS Clickers)	2A.3. Content area teachers	2A.3.Classroom assessments and progress monitoring tools	2A.3. FCAT, Performance Plus
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.							
Reading Goal #2B: *St. Augustine High will increase the percentage of students scoring at or above level 7 in reading by 2%.*	2012 Current Level of Performance:* *0% (0)*	2013 Expected Level of Performance:* *2%*	2B.1 Lack of student interest/ motivation during actual testing period	2B.1 Practice for alternative assessment using curriculum with similar presentation	2B.1 I.D. / Self - contained team	2B.1 Classroom Assessments, Interest Driven materials, real world application	2B.1 Florida Alternate Assessment
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. All subgroups not making AYP	3A.1. During-school FCAT prep/tutoring program	3A.1. Instructional Literacy Coach	3A.1. Progress monitoring tools	3A.1. FCAT, Performance Plus
Reading Goal #3A: *St. Augustine High will increase the percentage of students making learning gains in reading by 2%.*	2012 Current Level of Performance:* **64%**	2013 Expected Level of Performance:* **66%**					
			3A.2. All subgroups not making AYP	3A.2. Use of technology and visual aids (SMART Slates, ELMOS, CPS Clickers)	3A.2. Content area teachers	3A.2.Classroom assessment and progress monitoring tools	3A.2. FCAT, Performance Plus
			3A.3. All subgroups not making AYP	3A.3. Focus on explicit content area vocabulary instruction	3A.3. Content area teachers	3A.3. Classroom assessment	3A.3. FCAT, Performance Plus
			3A. All subgroups not making AYP 4.	3A.4. ACT/SAT tutoring	3A.4. Instructional Literacy Coach	3A.4. Test scores	3A.4. ACT, SAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.							
Reading Goal #3B: *St. Augustine High will increase the percentage of students making learning gains in reading by 2%.*	2012 Current Level of Performance:* **59% (7)**	2013 Expected Level of Performance:* **61%**	3B.1 Lack of student interest/ motivation during actual testing period	3B.1 Practice for alternative assessment using curriculum with similar presentation	3B.1 I.D. / Self - contained team	3B.1 Classroom Assessments, Interest Driven materials, real world application	3B.1 Florida Alternate Assessment
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Low motivation and self confidence	4A.1. Jacket read of the Week (extended 4th period reading)	4A.1. Instructional Literacy Coach, all departments	4A.1. Progress monitoring tools	4A.1. FCAT, Performance Plus
Reading Goal #4: *St. Augustine High will increase the percentage of students in the lowest 25% making learning gains in reading by 2%.*	2012 Current Level of Performance:* **56%**	2013 Expected Level of Performance:* **58%**					
			4A.2. Low motivation	4A.2. during-school FCAT prep/tutoring	4A.2. Instructional Literacy Coach	4A.2. Progress monitoring tools	4A.2. FCAT, Performance Plus
			4A.3. Large percentage of low achieving students need intensive reading instruction	4A.3. 90-minute Intensive reading classes for Level 1 students using Read 180	4A.3. Intensive Reading teachers	4A.3. program material, progress monitoring tools	4A.3. FCAT, Performance Plus
			4A.4. Large percentage of SWD in lowest 25%	4A.4. Scripted reading, SRA	4A.4. Intensive Reading/ESE teachers	4A.4. Program materials, progress monitoring tools	4A.4. FCAT, Performance Plus
			4A.5. Large range of diverse needs	4A.5. Use of technology and visual aids (SMART Slates, ELMOS, CPS Clickers)	4A.5. Intensive Reading/ESE teachers	4A5. Program materials, progress monitoring tools	4A.5. FCAT, Performance Plus

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 48%	**44%**	**40%**	**36%**	**32%**	**28%**	**24%**
Reading Goal #5A: *St. Augustine High will reduce their achievement gap by at least 4% each year until the year 2016 – 2017.*							

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. All subgroups are not making AYP	5B.1. School-wide implementation of WICOR strategies (SuCCeSS Teams, which are integrated Common Core State Standards)	5B.1. Content area teachers/Instructional Literacy Coach	5B.1. Progress monitoring tools, classroom assessment,	5B.1. FCAT, Performance Plus	
Reading Goal #5B: *St. Augustine High will increase to the benchmark of 92% in reading for each subgroup.*	2012 Current Level of Performance:* *PENDING STATE PROVIDED DATA*	2013 Expected Level of Performance:* **92% of Black & White students will make AYP.**						
			5B.2. Need of intensive reading instruction	5B.2. 45 and 90-minute Intensive Reading classes using research-based programs	5B.2. Intensive Reading teachers/Instructional Literacy Coach	5B.2. Progress monitoring tools, program materials	5B.2. FCAT, Performance Plus	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Language barriers	5C.1. Rosetta Stone pull-outs/Language!	5C.1. Intensive reading teachers/Instructional Literacy Coach	5C.1. Program materials/MAZE, FAIR	5C.1. FCAT/Performance Plus
Reading Goal #5C: _St. Augustine High will increase to the benchmark of 92% in reading for ELL._	2012 Current Level of Performance:* _PENDING STATE PROVIDED DATA_	2013 Expected Level of Performance:* **92% of ELL will make AYP**					
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. Large subgroup population	5D.1. Scripted Reading	5D.1. ESE teachers	5D.1. Program materials and resources	5D.1. FCAT, Performance Plus
Reading Goal #5D: _St. Augustine High will increase to the benchmark of 92% in reading for SWD._	2012 Current Level of Performance:* _PENDING STATE PROVIDED DATA_	2013 Expected Level of Performance:* **92% of SWD will make AYP.**					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Low motivation and support	5E.1. Most Valuable Jacket/Punctuality Pays	5E.1. Instructional Literacy Coach	5E.1. Progress monitoring, conferencing	5E.1. FCAT, Performance Plus
Reading Goal #5E: *St. Augustine High will increase to the benchmark of 92% in reading for ED students.*	2012 Current Level of Performance:* *PENDING STATE PROVIDED DATA*	2013 Expected Level of Performance:* **92% of ED students will make AYP**					
			5E.2. Low motivation and support	5E.2. Jacket Writing Project (weekly reading and writing group using high-interest literature)	5E.2. Instructional Literacy Coach	5E.2. Conferencing, progress monitoring tools	5E.2. FCAT, Performance Plus
			5E.3. Low motivation and support	5E.3. After-school FCAT prep/tutoring program	5E.3. Instructional Literacy Coach	5E.3. Progress monitoring tools	5E.3. FCAT, Performance Plus
			5E.4. Low motivation and support	5E.4. Enrollment in AVID Program	5E.4. AVID Instructor and Site team	5E.4. Classroom assessment and progress monitoring tools	5E.4 FCAT, Performance Plus

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Advancement via Individual Determination (AVID)	Grades 9 - 11	Lauren Spatola	Avid Teachers	Monthly	Progress Monitoring/ data analysis	Lauren Spatola
WICOR	ALL	Donna McCarthy-Jensen	School-Wide	Monthly	Progress Monitoring/ data analysis	Donna McCarthy-Jensen

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Program to target middle to low achieving students	AVID: Research-based program	District/ Administrative budget	$13,400.00
Before/After School FCAT prep and tutoring program	Teacher stipend and materials	Administrative/ SAC	$6,000.00
Various PLC's anchored to SIP	Research based	Administrative/ SAC	$1,000.00
			Subtotal: $20,400.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Interactive Learning	SMART slates hand-held devices	Administrative	$7,000.00
Visual Aids	Mounted LCDs	Administrative	$22,000.00
Visual Aids	ELMOs	Administrative	$4,000.00
			Subtotal: $33,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AVID teacher training	Teacher workshops	School Based Budget	$1,500.00
Wednesday Morning PLCs	Materials	Administrative	$500.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Identify and provide additional assistance for Black, Economically Disadvantaged, and SWD subgroups to ensure AYP.	Before/After school FCAT/EOC prep and tutoring program	Pending Grant Approval	$2,500.00
Incentive Programs	Refreshments and Supplies	Administrative	$400.00
Reading Teacher	Additional Instructors	SAI	$65,000.00
Jacket Writing Project	Books and Supplies	SAC	$150.00
			Subtotal: $68,050.00
			Total: $123,450.00

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Language	1.1. Language!	1.1.Intensive Reading Teachers, Instructional Literacy Coach	1.1. Language! Program materials, FAIR	1.1. FCAT, Performance Plus
CELLA Goal #1: *56% of students will score proficient in listening/Speaking.*	2012 Current Percent of Students Proficient in Listening/Speaking: *54% (7)*					
		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.		2.1. Language	2.1. Language!	2.1.Intensive Reading Teachers, Instructional Literacy Coach	2.1. Language! Program materials, FAIR	2.1. FCAT, Performance Plus
CELLA Goal #2: *17% of students will score proficient in reading.*	2012 Current Percent of Students Proficient in Reading: *15% (2)*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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: *35% of students will score proficient in writing.*	2012 Current Percent of Students Proficient in Writing : *33% (4)*	3.1. Language	3.1. Language!	3.1.Intensive Reading Teachers, Instructional Literacy Coach	3.1. Language! Program materials, FAIR	3.1. FCAT, Performance Plus
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

<u>Florida Alternate Assessment High School Mathematics Goals</u>

* 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 Lack of student interest/ motivation during actual testing period	1.1 Practice for alternative assessment using curriculum with similar presentation	1.1 I.D. / Self - contained team	1.1 Classroom Assessments, Interest Driven materials, real world application	1.1 Florida Alternate Assessment
Mathematics Goal #1: *St. Augustine High will increase the percentage of students scoring at levels 4, 5, and 6 by 2%.*	2012 Current Level of Performance:* **57% (4)**	2013 Expected Level of Performance:* **59%**					
			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 Lack of student interest/ motivation during actual testing period	2.1 Practice for alternative assessment using curriculum with similar presentation	2.1 I.D. / Self - contained team	2.1 Classroom Assessments, Interest Driven materials, real world application	2.1 Florida Alternate Assessment
Mathematics Goal #2: *St. Augustine High will increase the percentage of students scoring at or above level 7 by 2%.*	2012 Current Level of Performance:* *0% (0)*	2013 Expected Level of Performance:* *2%*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1 Lack of student interest/ motivation during actual testing period	3.1 Practice for alternative assessment using curriculum with similar presentation	3.1 I.D. / Self - contained team	3.1 Classroom Assessments, Interest Driven materials, real world application	3.1 Florida Alternate Assessment
Mathematics Goal #3: *St. Augustine High will increase the percentage of students making learning gains in mathematics by 2%.*	2012 Current Level of Performance:* *60% (7)*	2013 Expected Level of Performance:* *62%*					
			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

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

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. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.1. Discovery Education progress monitoring practice tests	1.1. Department Chair	1.1.Progress Monitoring Tools, Class Assessment	1.1. Algebra 1 EOC, Performance Plus
Algebra 1 Goal #1: *St. Augustine High will increase the percentage of students scoring at achievement level by 2%.*	2012 Current Level of Performance:* *52% (184)*	2013 Expected Level of Performance:* *54%*					
			1.2. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.2. Intensive Math classes for low achieving students to focus on mastery of basic skills	1.2. Department Chair	1.2. Progress Monitoring Tools, Class Assessment	1.2. Algebra 1 EOC, Performance Plus
			1.3. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.3. Before/After school tutoring and test prep program	1.3. Department Chair	1.3. Progress Monitoring Tools, Class Assessment	1.3. Algebra 1 EOC, Performance Plus
			1.4. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.4. Use of technology and visual aids in instruction (smart slate, elmo).	1.4. content area teachers	1.4. Progress Monitoring Tools, Class Assessment	1.4. Algebra 1 EOC, Performance Plus
			1.5. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.5. Use of district wide pacing guide and common assessment	1.5. Department Chair	1.5. Progress Monitoring Tools, Class Assessment	1.5. Algebra 1 EOC, Performance Plus
			1.6. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.6. Focus on content area vocabulary instruction	1.6. content area teachers	1.6. Progress Monitoring Tools, Class Assessment	1.6. Algebra 1 EOC, Performance Plus
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. Student readiness for increased level of expectations	2.1. Enrollment of the midlevel students into avid honors program to push students from midlevel to high levels of achievement	2.1. Avid Instructor	2.1. Progress Monitoring Tools, Class Assessment	2.1. Algebra 1 EOC, Performance Plus
Algebra Goal #2: *St. Augustine High will increase the percentage of*	2012 Current Level of Performance:* *12% (42)*	2013 Expected Level of Performance:* *14%*					

students scoring above achievement level by 2%.		2.2. Diverse learning needs and styles	2.2. Use of technology and visual aids in instruction (smart slate, elmo).	2.2. content area teacher	2.2. Progress Monitoring Tools, Class Assessment	2.2. Algebra 1 EOC, Performance Plus
		2.3. Diverse needs and areas of individual weakness	2.3. Discovery Education progress monitoring program to detect and monitor student weaknesses	2.3. Department Chair	2.3. Progress Monitoring Tools, Class Assessment	2.3. Algebra 1 EOC, Performance Plus

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 27%	**25%**	**23%**	**21%**	**19%**	**17%**	**14%**
Algebra 1 Goal #3A: *St. Augustine High will reduce their achievement gap by at least 2% each year until the year 2016 – 2017.*							

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. Large percentage of low achieving subgroups. Not all subgroups are making AYP. Lack of confidence and motivation	3B.1. Yellow Jacket Sting Mentoring Program	3B.1. Administration/ Deans	3B.1. Classroom Assessment, mentor meetings, Progress Monitoring Tools	3B.1. Algebra 1 EOC, Performance Plus	
Algebra 1 Goal #3B: *St. Augustine High will increase to the benchmark of 92% in math for each subgroup.*	2012 Current Level of Performance:* *PENDING STATE PROVIDED DATA*	2013 Expected Level of Performance:* *92% of White & Black students will make AYP.*						
			3B.2. Large percentage of low achieving subgroups. Not all subgroups are making AYP. Lack of confidence and motivation	3B.2. Intensive Math classes for low achieving students to focus on mastery of basic skills	3B.2. Department Chair	3B.2. Progress Monitoring Tools, Class Assessment	3B.2. Algebra 1 EOC, Performance Plus	
			3B.3. Large percentage of low achieving subgroups. Not all subgroups are making AYP. Lack of confidence and motivation	3B.3. Before/After school tutoring and test prep program	3B.3. Department Chair	3B.3. Progress Monitoring Tools, Class Assessment	3B.3. Algebra 1 EOC, Performance Plus	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. Language	3C.1.Use of technology and visual aids in instruction (smart slate, elmo).	3C.1. Department Chair	3C.1. Progress Monitoring Tools, Class Assessment	3C.1. Algebra 1 EOC, Performance Plus
Algebra 1 Goal #3C: *St. Augustine High will increase to the benchmark of 92% in math for ELL.*	2012 Current Level of Performance:* *PENDING STATE PROVIDED DATA*	2013 Expected Level of Performance:* *92% of ELL will make AYP.*					
			3C.2. Language	3C.2. Focus on content area vocabulary	3C.2. Department Chair, content area teachers	3C.2. Progress Monitoring Tools, Class Assessment	3C.2. Algebra 1 EOC, Performance Plus
			3C.3. Language	3C.3. Use of multilingual textbook resources	3C.3. Content Area Teachers	3C.3. Progress Monitoring Tools, Class Assessment	3C.3. Algebra 1 EOC, Performance Plus
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. Diverse needs and learning styles.	3D.1. Use of technology and visual aids in instruction (smart slate, elmo).	3D.1. Department Chair, Content Area Teachers	3D.1. Progress Monitoring Tools, Class Assessment	3D.1. Algebra 1 EOC, Performance Plus
Algebra 1 Goal #3D: *St. Augustine High will increase to the benchmark of 92% in math for SWD.*	2012 Current Level of Performance:* *PENDING STATE PROVIDED DATA*	2013 Expected Level of Performance:* *92% of SWD will make AYP.*					
			3D.2. Lack of confidence and motivation	3D.2. Discovery Education progress monitoring practice test	3D.2. Department Chair, Content Area Teachers	3D.2. Progress Monitoring Tools, Class Assessment	3D.2. Algebra 1 EOC, Performance Plus
			3D.3. Inability to master skills at rate equal to peers	3D.3. Increased record tracking and progress monitoring kept in a portfolio	3D.3. Department Chair, Content Area Teacher, ESE teachers	3D.3. Progress Monitoring Tools, Class Assessment	3D.3. Algebra 1 EOC, Performance Plus

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. Low motivation and support	3E.1. Most Valuable Jacket/Punctuality Pays	3E.1. Content Area Teachers, Deans	3E.1. Progress monitoring, conferencing	3E.1. Algebra 1 EOC, Performance Plus
Algebra 1 Goal #3E: *St. Augustine High will increase to the benchmark of 92% in math for ED students.*	2012 Current Level of Performance:* *PENDING STATE PROVIDED DATA*	2013 Expected Level of Performance:* *92% of ED students will make AYP.*					
			3E.2. Low motivation and support	3E.2. Enrollment in AVID Program	3E.2. AVID Instructor and Site team	3E.2. Classroom assessment and progress monitoring tools	3E.2 Algebra 1 EOC, Performance Plus
			3E.3. Low motivation and support	3E.3. After-school EOC prep/tutoring program	5E.3. Department Chair, Content Area Teachers	3E.3. Progress monitoring tools	3E.3. Algebra 1 EOC, Performance Plus

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.1. Discovery Education progress monitoring practice tests	1.1. Department Chair	1.1.Progress Monitoring Tools, Class Assessment	1.1. Geometry EOC, Performance Plus
Geometry Goal #1: *St. Augustine High will increase the percentage of students scoring at achievement level by 2%.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			1.2. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.2. Intensive Math classes for low achieving students to focus on mastery of basic skills	1.2. Department Chair	1.2. Progress Monitoring Tools, Class Assessment	1.2. Geometry EOC, Performance Plus
			1.3. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.3. Before/After school tutoring and test prep program	1.3. Department Chair	1.3. Progress Monitoring Tools, Class Assessment	1.3. Geometry EOC, Performance Plus
			1.4. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.4. Use of technology and visual aids in instruction (smart slate, elmo).	1.4. content area teachers	1.4. Progress Monitoring Tools, Class Assessment	1.4. Geometry EOC, Performance Plus
			1.5. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.5. Use of district wide pacing guide and common assessment	1.5. Department Chair	1.5. Progress Monitoring Tools, Class Assessment	1.5. Geometry EOC, Performance Plus
			1.6. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.6. Focus on content area vocabulary instruction	1.6. content area teachers	1.6. Progress Monitoring Tools, Class Assessment	1.6. Geometry EOC, Performance Plus
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. Student readiness for increased level of expectations	2.1. Enrollment of the midlevel students into avid honors program to push students from midlevel to high levels of achievement	2.1. Avid Instructor	2.1. Progress Monitoring Tools, Class Assessment	2.1. Geometry EOC, Performance Plus
Geometry Goal #2: *St. Augustine High will increase the percentage of*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					

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

students scoring above achievement level by 2%.		2.2. Diverse learning needs and styles	2.2. Use of technology and visual aids in instruction (smart slate, elmo).	2.2. content area teacher	2.2. Progress Monitoring Tools, Class Assessment	2.2. Geometry EOC, Performance Plus
		2.3. Diverse needs and areas of individual weakness	2.3. Discovery Education progress monitoring program to detect and monitor student weaknesses	2.3. Department Chair	2.3. Progress Monitoring Tools, Class Assessment	2.3. Geometry EOC, Performance Plus

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** N/A					
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. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	3B.1. Yellow Jacket Sting Mentoring Program	3B.1. Administration/ Deans	3B.1. Classroom Assessment, mentor meetings, Progress Monitoring Tools	3B.1. Geometry EOC, Performance Plus
Geometry Goal #3B: *St. Augustine High will increase to the benchmark of 92% in math for each subgroup.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *92% of White & Black students will make AYP*					
			3B.2. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	3B.2. Intensive Math classes for low achieving students to focus on mastery of basic skills	3B.2. Department Chair	3B.2. Progress Monitoring Tools, Class Assessment	3B.2. Geometry EOC, Performance Plus
			3B.3. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	3B.3. Before/After school tutoring and test prep program	3B.3. Department Chair	3B.3. Progress Monitoring Tools, Class Assessment	3B.3. Geometry EOC, Performance Plus

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. Language	3C.1.Use of technology and visual aids in instruction (smart slate, elmo).	3C.1. Department Chair	3C.1. Progress Monitoring Tools, Class Assessment	3C.1. Geometry EOC, Performance Plus
Geometry Goal #3C: *St. Augustine High will increase to the benchmark of 92% in math for ELL.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *92% of ELL will make AYP.*					
			3C.2. Language	3C.2. Focus on content area vocabulary	3C.2. Department Chair, content area teachers	3C.2. Progress Monitoring Tools, Class Assessment	3C.2. Geometry EOC, Performance Plus
			3C.3. Language	3C.3. Use of multilingual textbook resources	3C.3. Content Area Teachers	3C.3. Progress Monitoring Tools, Class Assessment	3C.3. Geometry EOC, Performance Plus
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. Diverse needs and learning styles.	3D.1. Use of technology and visual aids in instruction (smart slate, elmo).	3D.1. Department Chair, Content Area Teachers	3D.1. Progress Monitoring Tools, Class Assessment	3D.1. Geometry EOC, Performance Plus
Geometry Goal #3D: *St. Augustine High will increase to the benchmark of 92% in math for SWD.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *92% of SWD will make AYP*					
			3D.2. Lack of confidence and motivation	3D.2. Discovery Education progress monitoring practice test	3D.2. Department Chair, Content Area Teachers	3D.2. Progress Monitoring Tools, Class Assessment	3D.2. Geometry EOC, Performance Plus
			3D.3. Inability to master skills at rate equal to peers	3D.3. Increased record tracking and progress monitoring kept in a portfolio	3D.3. Department Chair, Content Area Teacher, ESE teachers	3D.3. Progress Monitoring Tools, Class Assessment	3D.3. Geometry EOC, Performance Plus

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Low motivation and support	3E.1. Most Valuable Jacket/Punctuality Pays	3E.1. Content Area Teachers, Deans	3E.1. Progress monitoring, conferencing	3E.1. Geometry EOC, Performance Plus
Geometry Goal #3E: *St. Augustine High will increase to the benchmark of 92% in math for ED students.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *92% of ED students will make AY.*					
			3E.2. Low motivation and support	3E.2. Enrollment in AVID Program	3E.2. AVID Instructor and Site team	3E.2. Classroom assessment and progress monitoring tools	3E.2 Geometry EOC, Performance Plus
			3E.3. Low motivation and support	3E.3. After-school EOC prep/tutoring program	3E.3. Department Chair, Content Area Teachers	3E.3. Progress monitoring tools	3E.3. Geometry EOC, Performance Plus

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
FCTM Conference	ALL grade levels (math)	Conference Speakers	Math Department Chair	Fall 2012	Department PLC	Administration, Department Chair

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Tools for math students working advanced problems	Calculators	School Based Budget	$2,500.00
			Subtotal: $2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Math Literacy	FCTM Conference	School Based Budget	$1,000.00
AVID teacher training	Teacher workshops	School Based Budget	$1,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Identify and provide additional assistance for Black, Economically Disadvantaged, and SWD subgroups to ensure AYP.	Before/After school FCAT/EOC prep and tutoring program	Pending Grant Approval	$2,500.00
			Subtotal: $2,500.00
			Total: $7,500.00

End of Mathematics Goals

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

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.							
Science Goal #1: *St. Augustine High will increase the percentage of students scoring at levels 4, 5, and 6 in science by 2%*	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.*	1.1 Lack of student interest/ motivation during actual testing period	1.1 Practice for alternative assessment using curriculum with similar presentation	1.1 I.D. / Self - contained team	1.1 Classroom Assessments, Interest Driven materials, real world application	1.1 Florida Alternate Assessment
			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.							
Science Goal #2: *St. Augustine High will increase the percentage of students scoring at level 7 in science by 2%*	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.*	2.1 Lack of student interest/ motivation during actual testing period	2.1 Practice for alternative assessment using curriculum with similar presentation	2.1 I.D. / Self - contained team	2.1 Classroom Assessments, Interest Driven materials, real world application	2.1 Florida Alternate Assessment
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.1. Discovery Education progress monitoring practice tests.	1.1. Department Chair	1.1. Progress Monitoring tools, Class assessment	1.1. Biology EOC, Performance Plus
Biology 1 Goal #1: St. Augustine High will increase the percentage of students scoring at achievement level by 2%	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			1.2. Large percentage of low achieving subgroups. Not all subgroups are making AYP.	1.2. Science Fair Project for scientific method mastery and experimentation.	1.2. Department Chair	1.2. Progress Monitoring tools, Class assessment	1.2. Biology EOC, Performance Plus
			1.3. Large percentage of low achieving subgroups with high percentage of missing assignments and absences	1.3. Work with learning strategies teachers to provide lesson enhancement activities and make-up assignments.	1.3. PLC Leaders , Content Area Teachers	1.3. Formative and summative assessments, lack of missing assignments	1.3. Biology EOC, Performance Plus
			1.4. Large percentage of low achieving subgroups that are struggling readers	1.4. Differentiated instruction with scaffolding using multi-leveled text	1.4. Department Chair, PLC Leaders	1.4. Progress monitoring	1.4. Biology EOC, Performance Plus
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 readiness for increased level of expectations	2.1. Enrollment of the midlevel students into avid honors program to push students from midlevel to high levels of achievement.	2.1. Avid Instructor	2.1. Progress Monitoring Tools, Class Assessment	2.1. Biology EOC, Performance Plus
Biology 1 Goal #2: St. Augustine High will increase the percentage of students scoring above achievement level by 2%	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			2.2. Diverse learning needs and styles	2.2. Use of technology and visual aids in instruction (smart slate, elmo).	2.2. content area teacher	2.2. Progress Monitoring Tools, Class Assessment	2.2. Biology EOC, Performance Plus
			2.3. Time to incorporate higher-level thinking and inquiry activities.	2.3. Re-design labs to be more inquiry-based.	2.3. PLC Leader	2.3. Class assessment	2.3. Biology EOC, Performance Plus

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

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

		2.4. Access to technology in the classroom to promote inquiry/collaboration-based activities to increase rigor of research	2.4. Provide dedicated computer cart to Science Hall, share among teachers for inquiry/collaboration-based activities.	2.4. Department Chair	2.4. Scores of research paper graded by Science Department research rubric	2.4. Biology EOC, Performance Plus
		2.5. Time to incorporate higher-level thinking and inquiry activities.	2.5. Flip the classroom, requiring students to complete initial reading of content as homework.	2.5. PLC Leader, Content Area Teachers	2.5. Lab, essay, activity rubrics, formative and summative assessments	2.5. Biology EOC, Performance Plus

End of Biology 1 EOC Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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
Science Conference	Biology teachers	Conference Speakers	Science Department Chair	Fall 2012	Department PLC	Administration/ Department Chair

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AVID teacher training	Teacher workshops	School Based Budget	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Identify and provide additional assistance for Black, Economically Disadvantaged, and SWD subgroups to ensure AYP.	Before/After school FCAT/EOC prep and tutoring program	Pending Grant Approval	$2,500.00
			Subtotal: $2,500.00

	Total: $4,000.00

End of Science Goals

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

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. Encouraging writing across the curriculum and the use of ethics in writing	1A.1. Collaborative SuCCeSS teams	1A.1. All teachers	1A.1. School-wide prompts/classes	1A.1. Teacher graded essays/Lesson Plans
Writing Goal #1A: St. Augustine High will increase the percentage of students scoring level and higher in writing by 2%.	2012 Current Level of Performance:* **84% (340)**	2013 Expected Level of Performance:* **86%**					
			1A.2. Encouraging writing across the curriculum and the use of ethics in writing .	1A.2. Implementation of 6 Traits of Writing (English), Collaborative SuCCeSS Teams.	1A.2. Literacy Coach/English teachers/Content Area teachers.	1A.2. Writing Prompts	1A.2. Teacher formative assessments
			1A.3. Encouraging writing across the curriculum and the use of ethics in writing.	1A.3. Holistic essay grading(with collaborative workshop)	1A.3. Literacy Coach and English teachers	1A.3. Classroom assessment	1A.3. Teacher graded essays
			1A.4. Encouraging all students to engage in writing.	1A.4. Implement writing/reflection journals in all standard classes using higher level questioning	1A.4. Dept. Chair	1A.4. Journal checks at least once a quarter. (Science)	1A.4. Quality of journals
			1A.5. Encouraging higher level thinking in content areas to give students confidence in their ability to respond to essays in content areas.	1A.5. Enhance assessments with short answer and essay style questions.	1A.5. PLC Leaders, classroom teachers	1A.5 Progress monitoring and assessment scores	1A.5 Teacher and district summative assessments
			1A.6. Encouraging struggling readers (and writers) to use re-read and other deep-reading strategies.	1A.6. Give students access to different leveled texts to scaffold understanding of difficult concepts.	1A.6. PLC Leaders, Classroom teachers	1A.6. Formative assessments	1A.6. Teacher and district summative assessments
			1A.7. Using content area vocabulary in writing.	1A.7. Weekly journals requiring the use of content area vocabulary in entry	1A.7. Content area teachers	1A.7. Regular journal checks	1A.7. Chapter/unit assessments; Florida Writes!
			1A.8. Lack of critical thinking ability.	1A.8. Collaborative writing assignments using student strengths to support weaknesses	1A.8. Content area teachers	1A.8. Teacher evaluation of writing assignments	1A.8. Chapter/Unit assessment; Florida Writes!
			Organizing thoughts	Utilize graphic organizers to model concept connections	Content area teachers	. Teacher evaluation of assignments	Chapter/unit assessments; Florida Writes!

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

1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.							
Writing Goal #1B: St. Augustine High will increase the percentage of students scoring at 4 or higher by 2%.	2012 Current Level of Performance:* *60% (3)*	2013 Expected Level of Performance:* *62%*	1B.1 Lack of student interest/ motivation during actual testing period	1B.1 Practice for alternative assessment using curriculum with similar presentation	1B.1 I.D. / Self - contained team	1B.1 Classroom Assessments, Interest Driven materials, real world application	1B.1 Florida Alternate Assessment
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
The Writers workshop	Substitute	SAC	$115.00
Holistic Grading	Train teachers for grading Florida Writes papers	CRP	$1,500.00
			Subtotal: $1,615.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $1,615.00

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

End of Writing Goals

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History. <u>U.S. History Goal #1:</u> *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*	1.1. Comprehending complex text	1.1. Identified WICOR strategies	1.1. content area teacher	1.1. Teacher evaluation of assignments utilizing WICOR strategies	1.1. American History EOC
			1.2. Analyzing primary source documents	1.2. APPARTS: Author, Place & Time, Prior knowledge, Audience, Reason, The Main Idea, Significance	1.2. content area teacher	1.2. Teacher evaluation of assignments utilizing APPARTS strategy	1.2. American History EOC
			1.3. Defining content area vocabulary	1.3. Word walls, direct instruction of content area vocabulary	1.3. content area teacher	1.3. Vocabulary quiz or review	1.3. American History EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. <u>U.S. History Goal #2:</u> *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*	2.1. Student readiness for increased level of expectations	2.1. Enrollment of the midlevel students into avid honors program to push students from midlevel to high levels of achievement	2.1. Avid Instructor	2.1. Progress Monitoring Tools, Class Assessment	2.1. American History EOC, Performance Plus
			2.2. Diverse learning needs and styles	2.2. Use of technology and visual aids in instruction (smart slate, elmo).	2.2. content area teacher	2.2. Progress Monitoring Tools, Class Assessment	2.2. American History EOC, Performance Plus
			2.3.	2.3.	2.3.	2.3.	2.3.

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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

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
AVID teacher training	Teacher workshops	School Based Budget	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Identify and provide additional assistance for Black, Economically Disadvantaged, and SWD subgroups to ensure AYP.	Before/After school FCAT/EOC prep and tutoring program	Pending Grant Approval	$2,500.00
			Subtotal: $4,000.00

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

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

Total: $3,500.00

End of U.S. History Goals

Attendance Goal(s)

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

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<tr>
<th colspan="2">Attendance Goal(s)</th>
<th colspan="5">Problem-solving Process to Increase Attendance</th>
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<tr>
<th colspan="2">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="2">1. Attendance</td>
<td>1.1. Large population of at risk students</td>
<td>1.1. Yellow Jacket Sting Operation to mentor at risk students</td>
<td>1.1. Administration, Deans</td>
<td>1.1. Attendance data</td>
<td>1.1. Attendance data comparison between 11-12 and 12-13</td>
</tr>
<tr>
<td>Attendance Goal #1:

<i>St. Augustine High will increase the attendance rate by 2% and decrease the amount of excessive absences/tardies by 5%.</i></td>
<td>
2012 Current Attendance Rate:*

91%
2012 Current Number of Students with Excessive Absences (10 or more)

1152

2012 Current Number of Students with Excessive Tardies (10 or more)
89
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<td>
2013 Expected Attendance Rate:*

93%
2013 Expected Number of Students with Excessive Absences (10 or more)

1092

2013 Expected Number of Students with Excessive Tardies (10 or more)
84
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<tr>
<td colspan="2"></td>
<td>1.2. Large population of at risk students</td>
<td>1.2. Monthly Most Valuable Jacket Award</td>
<td>1.2. Deans</td>
<td>1.2. Attendance Data</td>
<td>1.2. Quarterly Attendance reports</td>
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<td>1.3. Large population of at risk students</td>
<td>1.3. Punctuality Pays</td>
<td>1.3. Teachers</td>
<td>1.3. Attendance Data</td>
<td>1.3. Attendance Data</td>
</tr>
</table>

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
Punctuality Pays	Teacher Mentoring	Administrative	$1,000.00
			Subtotal: $1,000.00
			Total: $1,000.00

End of Attendance Goals

August 2012
Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Student and teacher participation	1.1. Character Counts Initiative, Sting Mentor Program	1.1. Administration, Deans, Teachers	1.1. Suspension Data	1.1. 11-12/12-13 comparison
Suspension Goal #1: St. Augustine High School will decrease the number of suspensions by 5%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	156	*140*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	129	*122*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	571	*542*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	322	*306*					
			1.2. Student and teacher participation	1.2. Capturing Kids' Hearts	1.2 Administration, Deans, Teachers.	1.2. Suspension Data	1.2. 11-12/12-13 comparison
			1.3 Student classroom attendance	1.3 Saturday School, Wednesday Detention	1.3 Administration, Deans	1.3 Suspension Data	1.3 11-12/12-13 comparison
			1.4 Student and teacher participation	1.4 Character Counts Initiative, Sting Mentor Program	1.4 Administration, Deans, Teachers	1.4 Suspension Data	1.4 11-12/12-13 comparison
			1.5 Student and teacher participation	1.5 Capturing Kids' Hearts	1.5 Administration, Deans, Teachers	1.5 Suspension Data	1.5 11-12/12-13 comparison

August 2012
Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
College Visits	Dean's taking students on College Tours	Administrative	$1,000.00
			Subtotal: $1,000.00
			Total: $1,000.00

End of Suspension Goals

August 2012
Rule 6A-1.099811
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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: St. Augustine High School will decrease the percentage of drop out students.	2012 Current Dropout Rate:* *1.3%* 2012 Current Graduation Rate:* *90%*	2013 Expected Dropout Rate:* *1%* 2013 Expected Graduation Rate:* *92%*	1.1. Large population of at risk students	1.1. Sting Operation to mentor at risk students, Leadership Workshops	1.1. Administration, Deans	1.1. Attendance Data	1.1. 11-12/12-13 comparison
			1.2. Large population of students needing credit recovery	1.2. Credit recovery to offer students the ability to get back to grade level	1.2. Credit recovery teacher	1.2. Class passing rates	1.2. PLATO lab
			1.3 Locating truant students	1.3 Home visits	1.3 Administration, Deans	1.3 Attendance Data	1.3 11-12/12-13 comparison
			1.4 Students are unfamiliar with higher education opportunities	1.4 College campus visits and Dress for Success Days	1.4 Administration, Academy teachers, Career Coordinator	1.4 College application numbers	1.4 Student Services Data

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)				Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: St. Augustine will increase parent involvement through the implementation of and increase use of identified Programs and communication methods. *St. Augustine High will increase their volunteer hours by 5%*	2012 Current Level of Parent Involvement:* ***10,000 hours***	2013 Expected Level of Parent Involvement:* ***10,500 hours***		1.1. Parents without Internet access or unaware of program	1.1. Parent Assistant Program enrollment through advertisements	1.1. Volunteer Coordinator, Registrar	1.1. Quarterly progress monitoring	1.1. eSchoolPlus
				1.2. Parents receiving items brought home by students.	1.2. Newsletters/school website	1.2. Administration	1.2. Parent contacts	1.2. Parent Needs Assessment Surveys
				1.3 Students receiving calls	1.3. Alert Now	1.3. Administration	1.3. Parent contacts	1.3. Parent Needs Assessment Surveys
				1.4. Parent schedule conflicts	1.4 SAC meetings/Advisory boards/ Booster clubs	1.4 Administration	1.4. Parent contacts	1.4. Parent Needs Assessment Surveys
				1.5. Schedule conflicts	1.5. Orientation/Open House	1.5. Administration	1.5. Parent contacts	1.5 Parent Needs Assessment Survey
				1.6. Parents are unaware of school happenings and events	1.6. Maintain updated website	1.6.Administration, teachers	1.6. Parent involvement data	1.6. Keep N Track

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

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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: St. Augustine High School will increase female and minority recruitment for Aerospace Academy	1.1. Access to middle school classes for recruitment	1.1. Increase enrollment through High School Showcase, Academy Nights, etc.	1.1. Career Specialist, Academy and Cohort Teachers, District Personnel	1.1. Enrollments (Comparisons to previous school year)	1.1. List of enrollments
	1.2. Funding for summer camp	1.2. Provide STEM Summer Camps for middle school students	1.2. Career specialist, Academy and Cohort Teachers, District Personnel	1.2. Enrollment	1.2. Enrollment in summer STEM camp.
	1.3. Student access to off - campus functions during the school day (release time)	1.3. Utilize students to assist in recruitment	1.3. Career Specialist, Academy, and Cohort Teachers	1.3. Logs	1.3. Log of students who assisted and accomplishments
	1.4. Student access to off - campus functions during the school day (release time)	1.4. Provide role models (High School Students) as guest speakers in middle school classes	1.4. Career Specialist, Academy, and Cohort Teachers	1.4. Logs	1.4. Log of role models in middle school classrooms.
Stem Goal #2: St. Augustine High School will increase recruitment for minorities in the Teaching Academy	2.1. Access to middle school classes	2.1. Increase enrollment through High School Showcase, Academy Nights, etc.	2.1. Career Specialist, Academy and Cohort Teachers, District Personnel	2.1. Enrollments (Comparisons to previous school year)	2.1. List of enrollments
	2.2. Funding for summer camp	2.2. Provide STEM Summer Camps for middle school students	2.2. Career specialist, Academy and Cohort Teachers, District Personnel	2.2. Enrollment	2.2. Enrollment in summer STEM camp.
	2.3. Student access to off - campus functions during the school day (release time)	2.3. Utilize students to assist in recruitment	2.3. Career Specialist, Academy, and Cohort Teachers	2.3. Logs	2.3. Log of students who assisted and accomplishments
	2.4. Student access to off - campus functions during the school day (release time)	2.4. Provide role models (High School Students) as guest speakers in middle school classes	2.4. Career Specialist, Academy, and Cohort Teachers	2.4. Logs	2.4. Log of role models in middle school classrooms.

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

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
District Integrated Training	9 - 12	District Office	Academy Teachers	Twice a year	Monitor project based learning activities	Administrative

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: St Augustine High School will implement project-based learning activities in all academy cohort courses based on Common Core standards.	1.1. Release time for students to visit middle schools.	1.1. Utilize everyone in the recruitment process and get into the middle schools as much as possible.	1.1. Academy students, Academy and Cohort Teachers, Career Specialist, District Personnel	1.1. Recruitment Process	1.1. List of enrollments
	1.2. Limit funding resources	1.2. Explore outside funding sources	1.2. Academy and Cohort Teachers, Career Specialist, District Personnel, Business Partners	1.2. Grant application processes	1.2. Increase in budget
	1.3.Release time for the students and teachers	1.3. Conduct trainings for academy and cohort	1.3.Academy and Cohort Teachers, Career Specialist, District Personnel	1.3. Planning and implementing trainings.	1.3. List of trained participants
	1.4 Time away from classes to plan with business partners.	1.4. Allow Academy and Cohort Teachers to plan	1.4. Academy and Cohort Teachers, Career Specialist, District and School Personnel	1.4. Planning process collaborating with business partners	1.4. Project-Based Learning implemented in the classroom.

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
NCAC (National Career Academy Coalition)	ALL	Schultz Center	Academy Teachers	Annually	Review of NCAC standards	Career Specialist

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

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

CTE Budget (Insert rows as needed)

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

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. Character Counts Goal Additional Goal #1: St. Augustine High School faculty and staff will continue to build and support character in all students. SAHS will decrease the number of referrals for disrespect/defiance by 5%.	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*	1.1. Student involvement	1.1. Teen Leadership Class-CKH	1.1. Teachers, Admin	1.1. Track discipline referrals for ISS/OSS disrespect	1.1. eSchoolPlus data
			1.2. Student involvement	1.2. College Day/Dress for Success	1.2. ALL	1.2. Administration observation	1.2. Administration observation
			1.3.Student absences and getting behind in classwork	1.3. Be sure to greet, welcome, and let students know that they were missed. Develop a plan of action for identified students so that they feel they have achievable goals. Reassure students and work with them to encourage attendance	1.3. Teacher/school counselor/ parent	1.3. Conferencing	1.3. Attendance for major exams/passing grades

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
Capturing Kid's Hearts (CKH)	ALL	CKH certified trainers	School-wide	Monthly	Classroom Observations	Administration

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
"STING" Program	Incentives, materials	Administrative	$500.00
Most Valuable Jacket Student Awards	Incentives, materials	Administrative	$1,000.00
Both faculty and staff will increase character counts efforts and programs	Character Counts Awards Banquet	School-based Budget	$2,000.00
			Subtotal: $3,500.00
			Total: $3,500.00

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
Total: $123, 450.00
CELLA Budget
Total: $0.00
Mathematics Budget
Total: $7,500.00
Science Budget
Total: $4,000.00
Writing Budget
Total: $1,615.00
U.S. History Budget
Total: $4,000.00
Attendance Budget
Total: $1,000.00
Suspension Budget
Total: $1,000.00
Dropout Prevention Budget
Total: $0.00
Parent Involvement Budget
Total: $0.00
STEM Budget
Total: $0.00
CTE Budget
Total: $0.00
Additional Goals
Total: $3,500.00
Grand Total: $145, 565.00

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

<u>Differentiated Accountability</u>

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.
Monthly meetings 2nd Monday of every month

Describe the projected use of SAC funds.	Amount
Professional Development	$2,500.00