

# Florida Department of Education



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

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Alden Road Exceptional Student Center	District Name: Duval County School Board
Principal: Tammy H. Boyd	Superintendent: William Pratt-Dannal
SAC Chair: Margie Cupp	Date of School Board Approval:

### **Student Achievement Data:**

The following links will open in a separate browser window.

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

[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](#)

### **Highly Effective Administrators**

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

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Principal	Tammy H. Boyd	BA- Psychology ESE K-12, Principal Certification; Level II Principal	2 <sup>nd</sup> year	8th	<table border="1"> <thead> <tr> <th>2011-2012 FAA Summary Scores</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td> <th>Number of students</th> <th>Performance Level</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td> <td></td> <td>1-4-9=proficient</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <th>Academic Area</th> <th>Assessed</th> <th>Not Assessed</th> <th>No score</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42</td> <td>0</td> <td>1</td> <td>6</td> <td>14</td> <td>14</td> <td>3</td> <td>2</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Math</td> <td>43</td> <td>0</td> <td>0</td> <td>6</td> <td>12</td> <td>12</td> <td>8</td> <td>3</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>15</td> <td>0</td> <td>0</td> <td>2</td> <td>4</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Science</td> <td>29</td> <td>0</td> <td>0</td> <td>1</td> <td>9</td> <td>6</td> <td>4</td> <td>0</td> <td>8</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>													2011-2012 FAA Summary Scores															Number of students	Performance Level														1-4-9=proficient												Academic Area	Assessed	Not Assessed	No score	1	2	3	4	5	6	7	8	9	Reading	42	0	1	6	14	14	3	2	1	2	0	0	Math	43	0	0	6	12	12	8	3	1	1	0	0	Writing	15	0	0	2	4	8	0	0	0	1	0	0	Science	29	0	0	1	9	6	4	0	8	0	0	1
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<p>Reading Proficient 8/42 = 19%</p> <p>Math Proficient 13/43 = 30%</p> <p>Writing Proficient 1/15 = 6%</p> <p>Science Proficient 13/29 = 44%</p> <p>Principal of Fort Caroline Elementary</p> <p>2010-2011:</p> <p>Grade: B</p> <p>Reading Mastery: 72%,</p> <p>Math Mastery:72%,</p> <p>Science Mastery: 47%</p> <p>Reading Learning Gains:65%</p> <p>Math Learning Gains: 74%</p> <p>Reading Lowest 25%: 48%</p> <p>Math Lowest 25%: 83%</p> <p>AYP: 100%</p> <p>Principal of Fort Caroline Elementary</p> <p>2009-2010:</p> <p>Grade: C</p> <p>Reading Mastery: 63%,</p> <p>Math Mastery:62%,</p> <p>Science Mastery: 37%</p>																																																																																																																												

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					<p>Reading Learning Gains:55%            Math Learning Gains: 57%            Reading Lowest 25%: 52%            Math Lowest 25%: 65%            AYP: 79%, SWD did not make AYP in Reading, B, ED and SWD, B, ED did not make AYP in Math.</p> <p>Principal of Fort Caroline Elementary 2008-2009:            Grade: A            Reading Mastery:67%,            Math Mastery:73%,            Science Mastery: 28%            Reading Learning Gains: 67%            Math Learning Gains: 70%            Reading Lowest 25%: 65%            Math Lowest 25%: 77%            AYP: 82%, B, ED, and SWD did not make AYP in Reading and Math.</p> <p>Principal of Fort Caroline Elementary            2007-2008:            Grade: C            Reading Mastery: 74%,            Math Mastery:74%,            Science Mastery: 41%            Reading Learning Gains:61%            Math Learning Gains:55%            Reading Lowest 25%: 54%            Math Lowest 25%: 63%            AYP: 87%, SWD did not make AYP in Reading, B, ED and SWD did not make AYP in Math.</p>

**Highly Effective Instructional Coaches**

List your school’s highly effective 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 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)
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<p>All subject areas, grades Pre-K - 12<sup>th</sup> for students functioning at the Participatory, Supported and Independent levels</p>	<p>Susan Tucker</p>	<p>B.A. Physical Education K-12 Adapted PE Endorsement M.Ed. Mental Retardation Certification in Educational Leadership</p>	<p>2012-13 at Alden Road Exceptional Student Center</p>	<p>1st year-fulltime</p>	<p>Ms. Tucker is serving as the Instructional and Transition Coach for Alden Road #252. The students are all assessed on the Alternate Assessment and do not receive schools grades.</p> <table border="1" data-bbox="1119 220 2074 773"> <thead> <tr> <th>2011-2012 FAA Summary Scores</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th></th> <th>Number of students</th> <th>Performance Level</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th>Academic Area</th> <th>Assessed</th> <th>Not Assessed</th> <th>No score</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42</td> <td>0</td> <td>1</td> <td>6</td> <td>14</td> <td>14</td> <td>3</td> <td>2</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Math</td> <td>43</td> <td>0</td> <td>0</td> <td>6</td> <td>12</td> <td>12</td> <td>8</td> <td>3</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>15</td> <td>0</td> <td>0</td> <td>2</td> <td>4</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Science</td> <td>29</td> <td>0</td> <td>0</td> <td>1</td> <td>9</td> <td>6</td> <td>4</td> <td>0</td> <td>8</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Reading Proficient 8/42 = 19%            Math Proficient 13/43 = 30%            Writing Proficient 1/15 = 6%            Science Proficient 13/29 = 44%</p>	2011-2012 FAA Summary Scores														Number of students	Performance Level											Academic Area	Assessed	Not Assessed	No score	1	2	3	4	5	6	7	8	9	Reading	42	0	1	6	14	14	3	2	1	2	0	0	Math	43	0	0	6	12	12	8	3	1	1	0	0	Writing	15	0	0	2	4	8	0	0	0	1	0	0	Science	29	0	0	1	9	6	4	0	8	0	0	1
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**Highly Effective Teachers**

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

<p>Description of Strategy</p>	<p>Person Responsible</p>	<p>Projected Completion Date</p>	<p>Not Applicable (If not, please explain why)</p>
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<b>Recruit</b> Work with the University of North Florida, FSCJ and JU in providing opportunities for students in practicums and internships.	Principal	June, 2013	
Transition to teach program provides opportunities for candidates to participate in practicums and internships to gain knowledge.	Principal	June, 2013	
Interview qualified applicants (HR).	Principal	June, 2013	
<b>Retain:</b> Provide all new teachers with in-house mentors.	Principal Mentors	August, 2012	
Each new teacher is assigned to a collegial team to provide support and training.	Principal Collegial team	August, 2012	

### *Non-Highly Effective Instructors*

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
All classroom teachers are in field and highly qualified.			

### *Staff Demographics*

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
41	7.32% (3)	19.51% (8)	31.71% (13)	41.46% (17)	51.22% (21)	70.73% (29)= * this includes all classroom teachers as being highly qualified	0.00% (0)	4.88% (2)	9.76% (4)

### *Teacher Mentoring Program*

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

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

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Robyne Dubberly	Darrell Edmunds	Both teaching Language Arts curriculums. Ms. Dubberly is versed in the reading Curriculums- Reading Mastery, PCI Reading and ULS. Ms. Dubberly is certified in CET.	<ol style="list-style-type: none"> <li>1. Review and support an understanding of the core curriculum used for Language Arts courses.</li> <li>2. Give assistance with the use of OnCourse Gradebook set up and Encore for IEPs. Refer teacher to the appropriate staff to give addition assistance.</li> <li>3. Share best practices and various delivery models that work for InD level students. Review zoning and lesson plans.</li> <li>4. Schedule time in other classes to observe best practices. Discuss options for adding supplemental activities to build upon and support core curriculum through work stations.</li> </ol>
Sonia Huffman	Amber Bixler	Both teaching self-contained classroom setting and using the same core curriculums. Ms. Huffman is experienced with creating behavior management plans to address individual needs. Ms. Huffman is certified in CET.	<ol style="list-style-type: none"> <li>1. Review and support an understanding of the core curriculums used in all academic areas for Access Point Courses.</li> <li>2. Give assistance with the use of OnCourse Gradebook set up and Encore for IEPs. Refer teacher to the appropriate staff to give addition assistance.</li> <li>3. Share best practices and various delivery models that work for InD/CSS level students. Review zoning and lesson plans.</li> <li>4. Schedule time in other classes to observe best practices. Discuss options for adding supplemental activities to build upon and support core curriculum through work stations.</li> </ol>

**Additional Requirements**

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

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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 <b>NA</b>
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
<b>Violence Prevention Programs</b> The school will continue with the implementation of the district's Foundation Program. The foundation team is working on developing lesson plans and procedures for all transition areas that are implemented school-wide to promote and maintain a safe and orderly school environment. The school utilizes classroom teachers to conduct lessons on the district character traits, self monitoring behaviors and self advocacy. School interventionists and the autistic site coach work in select classes to teach positive intervention techniques. The school has purchased instructional materials that cover bullying, conflict resolution and other character education traits that lead to students making appropriate decisions.
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training: CBVE (Community Based Vocational Educational) opportunities are provided for qualifying students. These work opportunities provide practice for employability skills as well as increasing levels of self-advocacy and independence.
Other

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

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Revised April 29, 2011



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<b>School-Based MTSS/RtI Team</b>
Identify the school-based MTSS Leadership Team. <i>100% of the population is Tier III.</i> Therefore, all students served at this school are district assigned and are classified as Tier III.
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? <b>Not Applicable</b>
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? <b>Not Applicable</b>
<b>MTSS Implementation</b>
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. <i>100% of the student population is in tier III.</i>
Describe the plan to train staff on MTSS. <b>Not Applicable</b>
Describe plan to support MTSS. <b>Not Applicable</b>

***Literacy Leadership Team (LLT)***

<b>School-Based Literacy Leadership Team</b>
Identify the school-based Literacy Leadership Team (LLT). <ul style="list-style-type: none"> <li>● Susan Tucker</li> <li>● Diana Owens</li> <li>● Monica McVay</li> <li>● Hope Gostkowski</li> <li>● Jeryl Bodack</li> <li>● Lulee Rady</li> </ul>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team meets monthly to discuss curriculum needs, to observe implementation for fidelity, to review data and train staff.
What will be the major initiatives of the LLT this year? To support the implementation of PCI Reading, Unique Learning Systems, use of technology with literacy instruction and review student reading data.

***Public School Choice***

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

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### ***\*Elementary Title I Schools Only: Pre-School Transition***

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

### ***\*Grades 6-12 Only*** Sec. 1003.413 (b) F.S

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

All teachers are instructed in reading strategies to support reading across the curriculum.  
Vocational teachers apply reading as it applies to real life experiences in the real world of work.

### ***\*High Schools Only***

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

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

PLCs work together to develop lesson plans that associate all learning with real life opportunities.  
Alden Road School serves three distinct levels of students whose transition to adult life is based on their medical/physical complexity, cognitive and social/emotional levels. Each will require different levels of support.  
Transition into post school life requires a continuum of support to include:

1. Total care by families and agencies
2. Sheltered workshop employment
3. Supported employment through Vocational Rehabilitation (could include semi-independent living), to Independent employment with independent living with various degrees of support as needed for financial, medical, employment and transportation needs.

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

Each student's program of study is personalized based on student needs, family and community agency collaboration.  
Through the IEP process, each student's level is evaluated. A course of study is developed to support the student to best meet his/her transition needs as determined through school, family and community agency collaboration. Each year the course of study is reviewed and adjustments are made if warranted.

### ***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](#).

#### **High School Data Report: NO DATA AVAILABLE**

All students are eligible to continue their education until reaching the age of twenty two. A full time school based job developer and four job coaches are on staff to provide support and real life employment opportunities for students in the community. Students participate in the CBVE Work Enclave program which involves going out to various work sites in the community for volunteer on-the-job training.

The job developer works closely with community agencies to provide students with transition services and gainful employment after graduation.

Students are referred to Vocational Rehabilitation by the age of fourteen. During the school year, parent training is provided by various community agencies

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offering transition services. Eligible students participate in the off campus work experience program. Conferences are scheduled and conducted with parents. Parents are made aware of the importance of making application to ADP and are encouraged to complete the application and submit it to APD each year during the IEP meeting. The School Job Developer also assists with this process along with the district Transition Support Staff in effort to ensure the process has been completed before exiting school.

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
<u>Reading Goal # 1a:</u> <i>NA</i>	<u>2012 Current Level of Performance:*</u> <i>NA</i>	<u>2013 Expected Level of Performance:*</u> <i>NA</i>					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	

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		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
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<p><b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b></p>	<p>1b.1. Students functioning at the profound / participatory levels score a level 1.</p>	<p>1b.1 Teachers will continuously assess students using a variety of assessments.</p> <p>Teachers will track student progress on data collection forms, performance skills and student work samples.</p> <p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p> <p>Teachers will align student IEP objectives with strategies for accessing State Standards/ Access Points</p> <p>Teachers will incorporate a variety of materials in lesson</p>	<p>1b.1. Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom teacher Collaborative teams Instructional Coach</p> <p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>1b.1. Review of assessment data</p> <p>Review of data collection forms</p> <p>Quarterly review of classroom lesson plans</p> <p>Annual review of IEPs</p> <p>Quarterly review of classroom lesson plans</p>	<p>1b.1 Data collection forms</p> <p>Grading/Assessment Rubrics</p> <p>Lesson plans Access points/Course requirements</p> <p>IEP objectives Access points</p> <p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
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		<p>plans to enhance and differentiate instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>	<p>Principal Classroom teacher Collaborative tea Leadership team District staff</p>	<p>Review of meeting minutes</p> <p>Training</p>	<p>Meeting minutes Teacher Feedback Surveys</p> <p>Training schedule PLC meeting notes</p>		
<p><u>Reading Goal #1b:</u></p> <p>Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	14% (6)	15% (7)					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>	2a.1. Not applicable	2a.1.	2a.1.	2a.1.	2a.1.		
<u>Reading Goal #2a:</u> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>	<p>2b.1 Students functioning at the profound / participatory levels score a level 1.</p>	<p>1b.1 Teachers will continuously assess students using a variety of assessments. Teachers will track student progress on data collection forms, performance skills and student work samples. Teachers will develop lesson plans aligned with State Standards Access Points and course requirements. Teachers will align student IEP objectives with strategies for accessing State Standards/ Access Points Teachers will incorporate a variety of materials in lesson</p>	<p>1b.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher</p>	<p>1b.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans</p>	<p>1b.1 Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
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		<p>plans to enhance and differentiate instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>	<p>Collaborative teams</p> <p>Leadership team Instructional coach District staff</p>	<p>Review of meeting minutes</p> <p>Training</p>	<p>Meeting minutes Teacher Feedback Surveys</p> <p>Training schedule PLC meeting notes</p>		
<p><u>Reading Goal #2b:</u> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	5% (2)	6% (3)					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<b>Reading Goal #3a:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	NA	NA					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b></p>	<p>3b.1 Students functioning at the profound / participatory levels score a level 1.</p>	<p>3b.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>3b.1. Classroom Teachers</p>	<p>3b.1. Review of assessment data</p>	<p>3b.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with strategies for accessing State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal</p>				

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		plans to enhance and differentiate instruction and provide access and reinforcement of State Standards Access Points  Teachers will be provided time to collaborate on student data, instructional planning and delivery.  Teachers will continue training on the use of Access Points to develop Standards based instruction.	Classroom teacher Collaborative teams  Leadership team Instructional coach District staff	Review of meeting minutes   Training	Meeting minutes Teacher Feedback Surveys  Training schedule PLC meeting notes		
<b>Reading Goal #3b:</b> Students are assessed using the Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>48%(8)</b>	<b>49%(9)</b>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>	4a.1	4a.1	4a.1	4a.1	4a.1		
<b>Reading Goal #4a:</b> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>NA</i>					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b></p>	<p>4b.1 Students functioning at the profound / participatory levels score a level 1.</p>	<p>4b.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>4b.1. Classroom Teachers</p>	<p>4b.1. Review of assessment data</p>	<p>4b.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with strategies for accessing State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal Classroom teacher</p>				

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		<p>plans to enhance and differentiate instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>	<p>Collaborative teams</p> <p>Leadership team Instructional coach District staff</p>	<p>Review of meeting minutes</p> <p>Training</p>	<p>Meeting minutes Teacher Feedback Surveys</p> <p>Training schedule PLC meeting notes</p>		
<p><u>Reading Goal #4b:</u> 86% (6) of students in the lowest 25% made learning gains in reading As reported on the Florida Alternate Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	86% (6)	87% (7)					

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		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	NA					
<u>Reading Goal #5A:</u>  NA							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>5B.1. Teachers will continuously assess students using a variety of assessments.</p> <p>Teachers will track student progress on data collection forms, performance skills and student work samples.</p> <p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p> <p>Teachers will align student IEP objectives with strategies for accessing State Standards/ Access Points</p> <p>Teachers will incorporate a variety of materials in lesson</p>	<p>5B.1. Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom teacher Collaborative teams Instructional Coach</p> <p>Classroom teacher Collaborative teams Instructional Coach</p> <p>Principal Classroom teacher</p>	<p>5B.1. Review of assessment data</p> <p>Review of data collection forms</p> <p>Quarterly review of classroom lesson plans</p> <p>Annual review of IEPs</p> <p>Quarterly review of classroom lesson plans</p>	<p>5B.1. Data collection forms</p> <p>Grading/Assessment Rubrics</p> <p>Lesson plans Access points/Course requirements</p> <p>IEP objectives Access points</p> <p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
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		<p>plans to enhance and differentiate instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>	<p>Collaborative teams</p> <p>Leadership team Instructional coach District staff</p>	<p>Review of meeting minutes</p> <p>Training</p>	<p>Meeting minutes Teacher Feedback Surveys</p> <p>Training schedule PLC meeting notes</p>		
<p><u>Reading Goal #5B:</u> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White - 76%(13) Black - 89%(17) Hispanic - 33% (2) Asian - 100% (1)	White - 75% (12) Black - 88% (16) Hispanic - 32% (1) Asian - 99% (1)					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1. Not applicable.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Reading Goal #5C:</b> Because of the low number of students in the school, there are not sufficient numbers in the subgroups for data to be reported.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Not applicable	Not applicable					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>5D.1. Teachers will continuously assess students using a variety of assessments. Teachers will track student progress on data collection forms, performance skills and student work samples. Teachers will develop lesson plans aligned with State Standards Access Points and course requirements. Teachers will align student IEP objectives with strategies for accessing State Standards/ Access Points Teachers will incorporate a variety of materials in lesson</p>	<p>5D.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher</p>	<p>5D.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans</p>	<p>5D.1. Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
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		plans to enhance and differentiate instruction and provide access and reinforcement of State Standards Access Points  Teachers will be provided time to collaborate on student data, instructional planning and delivery.  Teachers will continue training on the use of Access Points to develop Standards based instruction.	Collaborative teams  Leadership team Instructional coach District staff	Review of meeting minutes    Training	Meeting minutes Teacher Feedback Surveys   Training schedule PLC meeting notes		
<u>Reading Goal #5D:</u> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	81%(35)	80%(34)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5E.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>5E.1. Teachers will continuously assess students using a variety of assessments. Teachers will track student progress on data collection forms, performance skills and student work samples. Teachers will develop lesson plans aligned with State Standards Access Points and course requirements. Teachers will align student IEP objectives with strategies for accessing State Standards/ Access Points Teachers will incorporate a variety of materials in lesson</p>	<p>5E.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher</p>	<p>5E.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans</p>	<p>5E.1. Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
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		plans to enhance and differentiate instruction and provide access and reinforcement of State Standards Access Points  Teachers will be provided time to collaborate on student data, instructional planning and delivery.  Teachers will continue training on the use of Access Points to develop Standards based instruction.	Collaborative teams  Leadership team Instructional coach District staff	Review of meeting minutes    Training	Meeting minutes Teacher Feedback Surveys   Training schedule PLC meeting notes		
<u>Reading Goal #5E:</u> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	84% (21)	83% (20)					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	

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		5E.3	5E.3	5E.3	5E.3	5E.3	
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Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review and discuss Data in PLCs Identify and plan for moving from level 3 to level 4 and levels 2 to 3	6-12	Principal School Instructional Coach PLC chairperson	School wide	Early Dismissal and PLC Meetings	Review and discuss data notebook Review of student task data sheets Target level 3 and 4 students Review instructional strategies Use FAA format to test students	Principal School Instructional Coach PLC chairperson PLC teams
Examine Core Curriculum Assessment tools that best identify student progress in reading: ULS comprehension, PCI Reading Assessments, Environmental Print, Brigance	6-12	Selected teachers	School wide	Early Dismissal and PLC Meetings	Assessment Rollout Review Class observations during assessment administration Monitor assessment data for ULS, PCI Reading, Environmental Print, Brigance	Principal School Instructional Coach

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Share best practices and instructional strategies that yield results to support SIP academic goals	6-12	Selected teachers	School wide	Early Dismissal and PLC Meetings	Provide teachers the opportunity to observe best practices Target practices to use in class Observe to monitor and assess implementation	Principal School Instructional Coach Support Staff
Florida Alternate Assessment; administration and accommodations	6-11	Principal Test Coordinator Select classroom teachers	School wide	Early Dismissal and PLC Meetings	LLT will provide supports in test accommodations Therapists/Behavior team will assist in providing accommodations Resource teachers will assist with class coverage while teachers do individual testing	Principal Test Coordinator School Instructional Coach Support Staff
Evaluating student work and progress	6-12	Select classroom teachers	School wide	Early Dismissal and PLC Meetings	Use data from all assessments to develop IEP PLOPS with teachers Review updated portfolio work with current data Share work samples (types of appropriate exhibits of student work)	Principal School Instructional Coach
Reviewing the year/needs survey	6-12	Instructional team	School wide	Early Dismissal and PLC Meetings	Distribute survey Review results	Principal Leadership Team

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Folders for collection of student work	According folders	General Budget	229.50
<b>Subtotal: \$229.50</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$229.50</b>			
<b>Total: \$229.50</b>			

*End of Reading Goals*

**Comprehensive English Language Learning Assessment (CELLA) Goals**

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	
<b>1. Students scoring proficient in Listening/ Speaking.</b>	1.1.	1.1.	1.1.	1.1.	1.1.	
<b>CELLA Goal #1:</b> <i>NA</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> <i>NA</i>					
	<i>NA</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read in English at grade level text 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	
<b>2. Students scoring proficient in Reading.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	
<b>CELLA Goal #2:</b> NA	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
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	
<b>3. Students scoring proficient in Writing.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	
<b>CELLA Goal #3:</b> NA	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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

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

*End of CELLA Goals*

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
<u>Mathematics Goal #1a:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1b.1	1b.1.	1b.1.	1b.1	1b.1		
<u>Mathematics Goal #1b:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

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		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
<u>Mathematics Goal #2a:</u> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
	NA	NA					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2b.1	2b.1.	2b.1.	2b.1	2b.1.		
<u>Mathematics Goal #2b:</u> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
	NA	NA					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	



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		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<u>Mathematics Goal #3a:</u> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
	NA	NA					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>	3b.1	3b.1.	3b.1.	3b.1	3b.1.		
<u>Mathematics Goal #3b:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	NA	NA					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<u>Mathematics Goal #4a:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4b.1	4b.1.	4b.1.	4b.1	4b.1.		

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<b>Mathematics Goal #4b:</b> NA	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	NA	NA					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<b>Mathematics Goal #5A:</b> NA							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<b>Mathematics Goal #5B:</b> <i>NA</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i> White: Black: Hispanic: Asian: American Indian:	<i>NA</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics Goal #5C:</b> <i>N</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	NA	NA					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1..	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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<b>Mathematics Goal #5E:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
NA							
	NA	NA					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

*End of Elementary School Mathematics Goals*

**Middle School Mathematics Goals**

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

<b>Problem-Solving Process to Increase Student Achievement</b>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		

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Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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<p><b>1b. Florida Alternate Assessment:</b> Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1b.1. Students functioning at the profound / participatory levels score a level 1.</p>	<p>1b.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>1b.1. Classroom Teachers</p>	<p>1b.1. Review of assessment data</p>	<p>1b.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, with performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal Classroom teacher Collaborative teams</p>	<p>Review of meeting minutes</p>	<p>Meeting minutes Teacher Feedback Surveys</p>		
			<p>Leadership team Instructional coach District staff</p>	<p>Training</p>	<p>Training schedule PLC meeting notes</p>		



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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><u>Mathematics Goal #1b:</u> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>20% (4)</b></p>	<p><b>21% (5)</b></p>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
<u>Mathematics Goal #2a:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a	2a.3	2a.3	2a.3	2a.3	

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<p><b>2b. Florida Alternate Assessment:</b> Students scoring at or above Level 7 in mathematics.</p>	<p>2b.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>2b.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>2b.1. Classroom Teachers</p>	<p>2b.1. Review of assessment data</p>	<p>2b.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, with performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal Classroom teacher Collaborative teams</p>	<p>Review of meeting minutes</p>	<p>Meeting minutes Teacher Feedback Surveys</p>		
			<p>Leadership team Instructional coach District staff</p>	<p>Training</p>	<p>Training schedule PLC meeting notes</p>		

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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><u>Mathematics Goal #2b:</u> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>0% (0)</i></p>	<p><i>1% (1)</i></p>					
		<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	<p>2b.2.</p>	

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		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<b>Mathematics Goal #3a:</b> <i>NA</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>NA</i>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>3b.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>3b.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>3b.1. Classroom Teachers</p>	<p>3b.1. Review of assessment data</p>	<p>3b.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, with performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal Classroom teacher Collaborative teams</p>	<p>Review of meeting minutes</p>	<p>Meeting minutes Teacher Feedback Surveys</p>		
	<p>Leadership team Instructional coach District staff</p>	<p>Training</p>	<p>Training schedule PLC meeting notes</p>				

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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<b>Mathematics Goal #3b:</b> Students are assessed using the Florida Alternate Assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	83% (10)	84% (11)					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<b>Mathematics Goal #4a:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>NA</i>	<i>NA</i>	<i>NA</i>					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	



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<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4b.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>4b.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>4b.1. Classroom Teachers</p>	<p>4b.1. Review of assessment data</p>	<p>4b.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, with performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal Classroom teacher Collaborative teams</p>	<p>Review of meeting minutes</p>	<p>Meeting minutes Teacher Feedback Surveys</p>		
			<p>Leadership team Instructional coach District staff</p>	<p>Training</p>	<p>Training schedule PLC meeting notes</p>		

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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<b>Mathematics Goal #4b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
33% ( 1 ) of students in the lowest 25% made learning gains in mathematics as Reported on the Florida Alternate Assessment							
	33% ( 1 )	34% ( 2 )					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011	NA					
<u>Mathematics Goal</u> #5A: NA							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5b.1. The FAA is not developmental and does not adequately assess at that level.	5b.1 Teachers will continuously assess students using a variety of assessments.	5b.1. Classroom Teachers	5b.1. Review of assessment data	5b.1 Data collection forms		
		Teachers will track student progress on data collection forms, with performance skills and student work samples.	Classroom Teachers	Review of data collection forms	Grading/Assessment Rubrics		
		Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.	Classroom Teachers Collaborative teams Instructional Coach	Quarterly review of classroom lesson plans	Lesson plans Access points/Course requirements		
		Teachers will align student IEP objectives with State Standards/ Access Points	Classroom teacher Collaborative teams Instructional Coach	Annual review of IEPs	IEP objectives Access points		
		Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate	Classroom teacher Collaborative teams Instructional Coach	Quarterly review of classroom lesson plans	Lesson plans Access points Instructional Accommodations Observation of Instruction		
			Principal Classroom teacher Collaborative teams	Review of meeting minutes	Meeting minutes Teacher Feedback Surveys		
			Leadership team Instructional coach District staff	Training	Training schedule PLC meeting notes		

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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Mathematics Goal #5B:</b> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White – 89% (8) Black – 86% (6) Hispanic – 50% (2) Asian – NA	White – 88% (7) Black – 85% (5) Hispanic – 49%(1) Asian – NA					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. Not applicable.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics Goal #5C:</b> NA Because of the low number of students in the school, there are not sufficient numbers in the subgroups for data to be reported.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Not reported by the FAA.	Not reported by the FAA.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>5D.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>5D.1. Classroom Teachers</p>	<p>5D.1. Review of assessment data</p>	<p>5D.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, with performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal Classroom teacher Collaborative teams</p>	<p>Review of meeting minutes</p>	<p>Meeting minutes Teacher Feedback Surveys</p>		
			<p>Leadership team Instructional coach District staff</p>	<p>Training</p>	<p>Training schedule PLC meeting notes</p>		



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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Mathematics Goal #5D:</b> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	80%(16)	79% (15)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>	<p>5E.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>5E.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>5E.1. Classroom Teachers</p>	<p>5E.1. Review of assessment data</p>	<p>5E.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, with performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal Classroom teacher Collaborative teams</p>	<p>Review of meeting minutes</p>	<p>Meeting minutes Teacher Feedback Surveys</p>		
			<p>Leadership team Instructional coach District staff</p>	<p>Training</p>	<p>Training schedule PLC meeting notes</p>		

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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Mathematics Goal #5E:</b> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	83% (10)	82% (9)					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.	5E.3	5E.3	5E.3	5E.3	

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*End of Middle School Mathematics*

**Florida Alternate Assessment High School Mathematics Goals**

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

High School	Mathemat	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b></p>	<p>1.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>1b.1 Teachers will continuously assess students using a variety of assessments. Teachers will track student progress on data collection forms, with performance skills and student work samples. Teachers will develop lesson plans aligned with State Standards Access Points and course requirements. Teachers will align student IEP objectives with State Standards/ Access Points Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>1b.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher Collaborative teams  Leadership team Instructional coach District staff</p>	<p>1b.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans  Review of meeting minutes  Training</p>	<p>1b.1 Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction  Meeting minutes Teacher Feedback Surveys  Training schedule PLC meeting notes</p>		
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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Mathematics Goal #1:</b> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>35% (8)</b></p>	<p><b>36% (9)</b></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<p><b>2. Florida Alternate Assessment:</b> Students scoring at or above Level 7 in mathematics.</p>	<p>2.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>2b.1 Teachers will continuously assess students using a variety of assessments.  Teachers will track student progress on data collection forms, with performance skills and student work samples.  Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.  Teachers will align student IEP objectives with State Standards/ Access Points  Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>2b.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher Collaborative teams  Leadership team Instructional coach District staff</p>	<p>2b.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans  Review of meeting minutes  Training</p>	<p>2b.1 Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction  Meeting minutes Teacher Feedback Surveys  Training schedule PLC meeting notes</p>		
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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Mathematics Goal #2:</b> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>4% (1)</b></p>	<p><b>5% (2)</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	

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		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>3b.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>3b.1 Teachers will continuously assess students using a variety of assessments.</p>	<p>3b.1. Classroom Teachers</p>	<p>3b.1. Review of assessment data</p>	<p>3b.1 Data collection forms</p>		
		<p>Teachers will track student progress on data collection forms, with performance skills and student work samples.</p>	<p>Classroom Teachers</p>	<p>Review of data collection forms</p>	<p>Grading/Assessment Rubrics</p>		
		<p>Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.</p>	<p>Classroom Teachers</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points/Course requirements</p>		
		<p>Teachers will align student IEP objectives with State Standards/ Access Points</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Annual review of IEPs</p>	<p>IEP objectives Access points</p>		
		<p>Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>Classroom teacher Collaborative teams Instructional Coach</p>	<p>Quarterly review of classroom lesson plans</p>	<p>Lesson plans Access points Instructional Accommodations Observation of Instruction</p>		
			<p>Principal Classroom teacher Collaborative teams</p>	<p>Review of meeting minutes</p>	<p>Meeting minutes Teacher Feedback Surveys</p>		
			<p>Leadership team Instructional coach District staff</p>	<p>Training</p>	<p>Training schedule PLC meeting notes</p>		

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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p>Mathematics Goal #3: Students are assessed using the Florida Alternate Assessment</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>50% (6)</p>	<p>51% (7)</p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	
		<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>4b.1 Teachers will continuously assess students using a variety of assessments. Teachers will track student progress on data collection forms, with performance skills and student work samples. Teachers will develop lesson plans aligned with State Standards Access Points and course requirements. Teachers will align student IEP objectives with State Standards/ Access Points Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>4b.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher Collaborative teams  Leadership team Instructional coach District staff</p>	<p>4b.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans  Review of meeting minutes  Training</p>	<p>4b.1 Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction  Meeting minutes Teacher Feedback Surveys  Training schedule PLC meeting notes</p>		
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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Mathematics Goal #4:</b>  <b>33% (1)</b> of students in the lowest 25% made learning gains in mathematics as Reported on the Florida Alternate Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>33% (1)</b></p>	<p><b>34% (2)</b></p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	

*End of Florida Alternate Assessment High School Mathematics Goals*



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**Algebra End-of-Course (EOC) Goals**

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

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

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<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Algebra Goal #2:</b> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<b>Algebra Goal #3A:</b> NA							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Algebra Goal #3B:</b>  <i>NA</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i> White: Black: Hispanic: Asian: American Indian:	<i>NA</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</b>	3C.1	3C.1.	3C.1.	3C.1.	3C.1.		
<b>Algebra Goal #3C:</b>  <i>NA</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>NA</i>					

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		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<b>Algebra Goal #3D:</b> <i>NA</i>	<u>2012 Current Level of Performance:*</u> <i>NA</i>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>NA</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		

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<b>Algebra Goal #3E:</b> NA	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	NA	NA					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

*End of Algebra EOC Go*

**Geometry End-of-Course Goals**

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

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<b>Geometry Goal #1:</b> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
	NA	NA					
		1.2	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Geometry Goal #2:</b> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	

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<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Geometry Goal #3A:</u>  <i>NA</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Geometry Goal #3B:</u>  <i>NA</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i> White: Black: Hispanic: Asian: American Indian:	<i>NA</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<b>Geometry Goal #3C:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
		3C.2	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<b>Geometry Goal #3D:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
		3D.2	3D.2.	3D.2.	3D.2.	3D.2.	



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		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>	3E.1.	3E.1	3E.1.	3E.1.	3E.1.		
<b>Geometry Goal #3E:</b> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
	NA	NA					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review and discuss Data in PLCs Identify and plan for moving from level 3 to level 4 and levels 2 to 3	6-12	Principal School Instructional Coach PLC chairperson	School wide	Early Dismissal and PLC Meetings	Review and discuss data notebook Review of student task data sheets Target level 3 and 4 students Review instructional strategies Use FAA format to test students	Principal School Instructional Coach PLC chairperson PLC teams
Examine Core Curriculum Assessment tools that best identify student progress in reading: Calendar Counts, Number Worlds, ULS, Brigrance	6-12	Selected teachers	School wide	Early Dismissal and PLC Meetings	Assessment Rollout Review Class observations during assessment administration Monitor assessment data for Calendar Counts, Number Worlds, ULS, Brigrance	Principal School Instructional Coach
Share best practices and instructional strategies that yield results to support SIP academic goals	6-12	Selected teachers	School wide	Early Dismissal and PLC Meetings	Provide teachers the opportunity to observe best practices Target practices to use in class Observe to monitor and assess implementation	Principal School Instructional Coach Support Staff
Florida Alternate Assessment; administration and accommodations	6-11	Principal Test Coordinator Select classroom teachers	School wide	Early Dismissal and PLC Meetings	LLT will provide supports in test accommodations Therapists/Behavior team will assist in providing accommodations Resource teachers will assist with class coverage while teachers do individual testing	Principal Test Coordinator School Instructional Coach Support Staff
Evaluating student work and progress	6-12	Select classroom teachers	School wide	Early Dismissal and PLC Meetings	Use data from all assessments to develop IEP PLOPS with teachers Review updated portfolio work with current data Share work samples (types of appropriate exhibits of student work)	Principal School Instructional Coach

**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)			

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
<u>Science Goal #1a:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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<p><b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b></p>	<p>1b.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>1b.1. Teachers will continuously assess students using a variety of assessments.  Teachers will track student progress on data collection forms, with performance skills and student work samples.  Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.  Teachers will align student IEP objectives with State Standards/ Access Points  Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>1b.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher Collaborative teams  Leadership team Instructional coach District staff</p>	<p>1b.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans  Review of meeting minutes  Training</p>	<p>1b.1. Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/ Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction  Meeting minutes Teacher Feedback Surveys  Training schedule PLC meeting notes</p>		
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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Science Goal #1b:</b> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>33% (2)</b></p>	<p><b>34% (3)</b></p>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
<b>Science Goal #2a:</b> <i>NA</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>NA</i>					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>	<p>2b.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>2b.1. Teachers will continuously assess students using a variety of assessments.  Teachers will track student progress on data collection forms, with performance skills and student work samples.  Teachers will develop lesson plans aligned with State Standards Access Points and course requirements.  Teachers will align student IEP objectives with State Standards/ Access Points  Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>2b.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher Collaborative teams  Leadership team Instructional coach District staff</p>	<p>2b.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans  Review of meeting minutes  Training</p>	<p>2b.1. Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/ Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction  Meeting minutes Teacher Feedback Surveys  Training schedule PLC meeting notes</p>		
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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Science Goal #2b:</b> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>0% (0)</b></p>	<p><b>1% (1)</b></p>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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*End of Elementary and Middle School Science Goals*

**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		

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<p><b>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b></p>	<p>1b1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>1b.1 Teachers will continuously assess students using a variety of assessments. Teachers will track student progress on data collection forms, with performance skills and student work samples. Teachers will develop lesson plans aligned with State Standards Access Points and course requirements. Teachers will align student IEP objectives with State Standards/ Access Points Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>1b.1. Classroom Teachers Classroom Teachers Classroom Teachers Classroom teacher Collaborative teams Instructional Coach Classroom teacher Collaborative teams Instructional Coach Principal Classroom teacher Collaborative teams Leadership team Instructional coach District staff</p>	<p>1b.1. Review of assessment data Review of data collection forms Quarterly review of classroom lesson plans Annual review of IEPs Quarterly review of classroom lesson plans Review of meeting minutes Training</p>	<p>1b.1 Data collection forms Grading/Assessment Rubrics Lesson plans Access points/ Course requirements IEP objectives Access points Lesson plans Access points Instructional Accommodations Observation of Instruction Meeting minutes Teacher Feedback Surveys Training schedule PLC meeting notes</p>		
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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Science Goal #1:</b></p> <p>Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>43% (10)</b></p>	<p><b>44% (11)</b></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>	<p>2.1. The FAA is not developmental and does not adequately assess at that level.</p>	<p>2b.1 Teachers will continuously assess students using a variety of assessments. Teachers will track student progress on data collection forms, with performance skills and student work samples. Teachers will develop lesson plans aligned with State Standards Access Points and course requirements. Teachers will align student IEP objectives with State Standards/ Access Points Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate</p>	<p>2b.1. Classroom Teachers  Classroom Teachers  Classroom Teachers  Classroom teacher Collaborative teams Instructional Coach  Classroom teacher Collaborative teams Instructional Coach  Principal Classroom teacher Collaborative teams  Leadership team Instructional coach District staff</p>	<p>2b.1. Review of assessment data  Review of data collection forms  Quarterly review of classroom lesson plans  Annual review of IEPs  Quarterly review of classroom lesson plans  Review of meeting minutes  Training</p>	<p>2b.1 Data collection forms  Grading/Assessment Rubrics  Lesson plans Access points/ Course requirements  IEP objectives Access points  Lesson plans Access points Instructional Accommodations Observation of Instruction  Meeting minutes Teacher Feedback Surveys  Training schedule PLC meeting notes</p>		
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		<p>instruction and provide access and reinforcement of State Standards Access Points</p> <p>Teachers will be provided time to collaborate on student data, instructional planning and delivery.</p> <p>Teachers will continue training on the use of Access Points to develop Standards based instruction.</p>					
<p><b>Science Goal #2:</b> Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>4% (1)</p>	<p>5% (2)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

*End of Florida Alternate Assessment High School Science Goals*

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**Biology End-of-Course (EOC) Goals**

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

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



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2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

*End of Biology EOC Goals*

**Science Professional Development**

