

# Florida Department of Education



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

Proposed for 2012-2013

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Fred Wild Elementary	District Name: Highlands
Principal: Mrs. Laura Waldon	Superintendent: Mr. Wally Cox
SAC Chair: Mrs. Page Green and Mrs. Delilah Marquez	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Mrs. Laura Waldon	<p>Bachelor of Arts / Education / Elementary-Florida Atlantic University</p> <p>Master of Science / Educational Leadership - Nova Southeastern University</p> <p>Certification: Elementary Education 1-6</p> <p>ESOL Endorsement</p> <p>Educational Leadership K-12</p> <p>SchoolPrincipal K-12</p>	5	9.5	<p>2011-2012 Fred Wild Elementary Grade C</p> <p>2010-2011 Fred Wild Elementary Grade B Did not meet AYP-69% of criteria met</p> <p>READING: 68% of students at or above grade level White, Black, Hispanic, Economically Disadvantaged and SWD need improvement. Lowest 25% did make learning gains.</p> <p>MATH: 67% of students at or above grade level White, Black, Hispanic, Economically Disadvantaged and SWD need improvement. Lowest 25% did make learning gains</p> <p>2009-2010 Fred Wild Elementary Grade C Did not meet AYP - 79% of criteria met</p> <p>READING: 70% of students at or above grade level Hispanics and Economically Disadvantaged need improvement. Lowest 25% did make learning gains.</p> <p>MATH: 73% of students at or above grade level. Blacks, Hispanic and Economically Disadvantaged need improvement. Lowest 25% did not make learning gains.</p> <p>2008-2009 Fred Wild Elementary School Grade B</p>
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					<p>Did not meet AYP - 85% of criteria met.</p> <p>READING: 71% of students at or above grade level. Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. Lowest 25% did make learning gains.</p> <p>MATH: 74% of students at or above grade level. Economically Disadvantaged and Students with Disabilities did not make AYP in Math. Lowest 25% did make learning gains.</p>
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Assistant Principal	Mrs. Page Green	BA-Elem. Ed.,Florida Atlantic Univeristy: Masters of Ed. Leadership, Nova Southeastern; School Principal (all levels)	2	6	<p>2011-2012 Fred Wild Elementary Grade C</p> <p>2010-2011 Cracker Trail Elementary Grade C</p> <p>Reading: 75% Achieving High Standards 56% percent making learning gains 28% percent of the lowest 25% making learning gains. 71% of students scoring at or above grade level. Targeted subgroups did not meet AYP</p> <p>Math: 72% Meeting High Standards 44% percent making learning gains. 51% percent of the lowest 25% making learning gains. 70% of students scoring at or above grade level. Targeted subgroups did not meet AYP</p> <p>Writing: 94% Meeting High Standards</p> <p>Science: 47% Meeting High Standards</p>
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading	Delilah Marquez	BA-Elementary Ed MA-Educational Leadership Gifted ESOL Reading Endorsement	5	5	<p>2011-2012 Fred Wild Elementary Grade C</p> <p>2010-2011 Fred Wild Elementary Grade B Did not meet AYP-69% of criteria met</p> <p>READING: 68% of students at or above grade level White, Black, Hispanic, Economically Disadvantaged and SWD need improvement. Lowest 25% did make learning gains.</p> <p>MATH: 67% of students at or above grade level White, Black, Hispanic, Economically Disadvantaged and SWD need improvement. Lowest 25% did make learning gains</p> <p>2009-2010 Grade C Reading Mastery 70%, Math Mastery 73 %, Science Mastery 49%, AYP79%, Hispanics and Students with Disabilities didn't make AYP in reading, Blacks, Hispanics, and Economically Disadvantaged didn't make AYP in math</p> <p>2008-2009 Grade B Reading Mastery 71%, Math Mastery 74%, Science Mastery 34%, AYP 87%, Blacks, Economically Disadvantaged, and Students with Disabilities didn't make AYP in reading, Economically Disadvantaged, and Students with Disabilities didn't make AYP in math</p>



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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.

Description of Strategy	Person Responsible	Projected Completion Date
1. We interview and hire highly qualified, in-field teachers.	Administration	On-going
2. Current employees pursue and maintain appropriate certification.	Administration / Teachers	On-going
3. Support teachers through subject area and grade level meetings.	Curriculum Leadership Team	On-going
4.		

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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6 teachers (14%) are currently out-of-field.	<p>One teacher has completed the ESOL requirements and has already submitted documentation for certification.</p> <p>Three teachers are enrolled to complete required coursework. One is in her final class which will be completed by Nov. 2012 and two are enrolled but have one more class to complete.</p> <p>One teacher is in a position that the State changed certification requirements and he is registered to take the certification exam.</p>

***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	% of First Year Teachers	% of Teachers with 1-5 years of	% of Teachers with 6-14 years of	% of Teachers with 15+ years of	% of Highly Effective Teachers	% of Ready to be Certified Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
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Rule 6A-1.099811

Revised April 29, 2011

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41	2 %( 1)	28 %( 11)	46 %( 19)	24 %( 10)	29 %( 12)	82 %( 32 )	17 %( 7)	0 %	83 %( 33)

***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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### Additional Requirements

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

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

<p>Title I, Part A</p> <p>Will provide funds to all district elementary schools and one middle school, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. Monies also provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This grant is also the funding source for implementing the requirements of NCLB.</p>
<p>Title I, Part C- Migrant</p> <p>Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.</p>
<p>Title I, Part D</p> <p>Provides services to children who are delinquent or neglected.</p>
<p>Title II</p> <p>Title II, Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.</p>

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Title III
Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.
Title X- Homeless
Monies also provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.
Violence Prevention Programs
The district offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.
Nutrition Programs
District food service department provide services in summer for breakfast and lunches for all schools and the community.
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A

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<p>Career and Technical Education</p> <p>Title VI</p> <p>Provides for the Career Academy teachers to increase high school graduates; provides professional development and data analysis for secondary schools;</p>
<p>Job Training</p> <p>A partnership with the City will provide students with a job skills opportunity that will allow students the opportunity to learn how to create a resume, dress for success and to perform well during a job interview.</p>
<p>Other</p> <p>21<sup>st</sup> Century Programs – After School programs are provided for middle school students at each individual site; as well as two elementary schools served at the Boys and Girls Club in Sebring. Students are given academic assistance and enrichment by certified teachers. Assistance with enrichment is also provided by qualified support personnel.</p> <p>Voluntary Pre-Kindergarten (VPK) These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.</p>

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Laura Waldon-Principal

Page Green-Asst. Principal

Delilah Marquez-Reading Coach

Kelley Thompson-Guidance Counselor

Brenda Powell-Broomfield-Psychologist

Joan Winger-Speech Pathologist

Classroom Teachers as needed

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

The MTSS team will meet on a regular basis to review student performance and make improvements to the core curriculum. In addition, they will meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies and to determine if an increased level of intensity or frequency is necessary. The role of the classroom teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.

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

The role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan includes:

- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Problem identification (i.e., Needs Assessment/Areas for Improvement).
- Goal setting / objectives
- Development of data-based intervention plans and assessment strategies.
- Monitoring of interventions

MTSS Implementation



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

The data management systems used to summarize tiered data includes the following:

- Genesis
- A3
- Pinnacle Grade book
- Performance Matters/ Data Warehouse (Math, Science)
- PMRN/FAIR (Reading)
- Rtl/B (Behavior)
- SM5 (Reading and Math)
- FCAT (Reading, Math, Science, Writing)
- Classroom and District Writing Prompts
- AIMS web
- EZCBM

Describe the plan to train staff on MTSS.

MTSS members will continue to provide information to participating teachers on the MTSS problem solving process. Team leaders will disaggregate data with grade level teams. All teachers are trained to utilize the A3 program to input and monitor interventions given to Tier 2 and Tier 3 students.

Describe the plan to support MTSS.

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

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).  Laura Waldon-Principal  Page Green-Assistant Principal  Delilah Marquez-Reading Coach  Camille Ouellette-1 <sup>st</sup> Grade  Donna Reed-2 <sup>nd</sup> Grade  Susan Ouverson-3 <sup>rd</sup> Grade  Charlene Smith-3 <sup>rd</sup> Grade  Janet Harris-4 <sup>th</sup> Grade  Krystal griffin-5 <sup>th</sup> Grade  Sarah Whitaker-ESE
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  The school-based LLT meets at least on a monthly basis. The primary function of the LLT is to assist in the development of the school's literacy plan that ensures high quality instruction in Language Arts (Reading, Writing, Grammar) for all students. The LLT also coordinates with administrators to make general curricular decisions, to monitor student achievement data at team meetings, to assist teachers on their teams with instructional needs, and to disseminate information to teachers.

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

The major initiative of the LLT will be to provide research-based strategies designed to improve literacy achievement for students who are not on grade level in reading and writing as well as other curricular areas. Additionally, the LLT will be overseeing the implementation of the transition to the Common Core State Standards in all grade levels 1<sup>st</sup>-5<sup>th</sup>.

### ***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.

Re-evaluations and transition staffing are held each Spring for students transitioning from the ESE Pre-Kindergarten classes to Kindergarten programs. Families are also notified about and encouraged to participate in ESY and VPK at participating elementary schools.

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

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

N/A

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

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

N/A

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?

N/A

### ***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](#).

N/A

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading 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		

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1.          Limited exposure to and understanding of non-fiction text</p>	<p>1A.1.          CIS Model, Think Aloud Strategies, Marzano academic vocabulary process, Close reading activities and non-fiction writing in the content areas with text dependent responses.</p>	<p>1A.1.          Administration          Reading Coach          Classroom Teachers</p>	<p>1A.1.          Progress Monitoring/Data chats          Walk-throughs          Teacher reflections          Informal and formal conferencing/observations</p>	<p>1A.1.          Formative and summative school-based, District and State assessments; non-fiction journal responses</p>		
<p><u>Reading Goal #1A:</u>          Increase the percentage/number of students scoring at Achievement Level 3 in Reading from 24% (68) to 30%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>24% (68) of students in Grades 3-5 scored a Level 3.</p> <p>Gr 3-17% (16)</p> <p>Gr 4-20% (20)</p> <p>Gr 5-36% (32)</p>	<p>30% of students in Grades 3-5 will score at least a Level 3.</p>					
		<p>1A.2.</p> <p>Lack of student background knowledge, vocabulary, and comprehension.</p>	<p>1A.2.</p> <p>20-5-5 AR Reading school-wide action plan.</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p> <p>Text dependent oral and written responses.</p>	<p>1A.2.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>1A.2.</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>AR journals</p> <p>Classroom Instruction</p>	<p>1A.2.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	

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		<p>1A.3.</p> <p>Continued implementation of text complexity.</p>	<p>1A.3.</p> <p>Close reading activities.</p> <p>Oral reading of complex text to students</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p>	<p>1A.3.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>1A.3.</p> <p>Progress Monitoring/Data chats</p> <p>Walk-throughs</p> <p>Teacher reflections</p> <p>Informal and formal conferencing/observations</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>Text dependent writing</p> <p>Classroom Instruction</p>	<p>1A.3.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	
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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. Level of cognitive performance impacts the student's potential academic gains.</p>	<p>1B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs (Intellitools, Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>1B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>1B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>1B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
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<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Of the 5 students that will complete the Florida Alternate Assessment, 2 of these students will score at or above Level 4.							
	1 student scored Level 4.	2 or more students will score Level 4.					
		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		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b></p>	<p>2A.1. Limited exposure to and understanding of non-fiction text</p>	<p>2A.1. CIS Model, Think Aloud Strategies, Marzano academic vocabulary process, Close reading activities and non-fiction writing in the content areas with text dependent responses.</p>	<p>2A.1. Administration Reading Coach Classroom Teachers</p>	<p>2A.1. Progress Monitoring/Data chats Walk-throughs Teacher reflections Informal and formal conferencing/observations</p>	<p>2A.1. Formative and summative school-based, District and State assessments; non-fiction journal responses</p>		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage/number of students scoring at or above Achievement Level 4 in Reading from 25% (71) to 28%.	25% (71) of students in Grades 3-5 scored at or above Achievement Level 4 in Reading.	28% of students in Grades 3-5 will score at or above Achievement Level 4 in Reading.					

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		<p>2A.2.</p> <p>Lack of student background knowledge, vocabulary, and comprehension.</p>	<p>2A.2.</p> <p>20-5-5 AR Reading school-wide action plan.</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p> <p>Text dependent oral and written responses.</p>	<p>2A.2.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>2A.2.</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>AR journals</p> <p>Classroom Instruction</p>	<p>2A.2.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	
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		<p>2A.3.</p> <p>Continued implementation of text complexity.</p>	<p>2A.3.</p> <p>Close reading activities.</p> <p>Oral reading of complex text to students</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p>	<p>2A.3.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>2A.3.</p> <p>Progress Monitoring/Data chats</p> <p>Walk-throughs</p> <p>Teacher reflections</p> <p>Informal and formal conferencing/observations</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>Text dependent writing</p> <p>Classroom Instruction</p>	<p>2A.3.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	
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<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>	<p>2B.1. Level of cognitive performance impacts the student's potential academic gains.</p>	<p>2B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs (Intellitools, Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>2B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>2B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>2B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
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<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Of the students currently enrolled that will complete the Florida Alternate Assessment, 1 of the 5 students will score at or above Level 7.							
	2 students scored a Level 8.	1 of 5 students will score a Level 7 or above.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b></p>	<p>3A.1. Limited exposure to and understanding of non-fiction text</p>	<p>3A.1. CIS Model, Think Aloud Strategies, Marzano academic vocabulary process, Close reading activities and non-fiction writing in the content areas with text dependent responses.</p>	<p>3A.1. Administration Reading Coach Classroom Teachers</p>	<p>3A.1. Progress Monitoring/Data chats Walk-throughs Teacher reflections Informal and formal conferencing/observations</p>	<p>3A.1. Formative and summative school-based, District and State assessments; non-fiction journal responses</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students making learning gains in Reading from 62% to 65%.	62% (118) of students in Grades 4 and 5 made learning gains in Reading.	65% of students in Grades 4 and 5 will make learning gains in Reading.					

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		<p>BA.2.</p> <p>Lack of student background knowledge, vocabulary, and comprehension.</p>	<p>BA.2.</p> <p>20-5-5 AR Reading school-wide action plan.</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p> <p>Text dependent oral and written responses.</p>	<p>BA.2.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>BA.2.</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>AR journals</p> <p>Classroom Instruction</p>	<p>BA.2.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	
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		<p>BA.3.</p> <p>Continued implementation of text complexity.</p>	<p>BA.3.</p> <p>Close reading activities.</p> <p>Oral reading of complex text to students</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p>	<p>BA.3.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>BA.3.</p> <p>Progress Monitoring/Data chats</p> <p>Walk-throughs</p> <p>Teacher reflections</p> <p>Informal and formal conferencing/observations</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>Text dependent writing</p> <p>Classroom Instruction</p>	<p>BA.3.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	
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<p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b></p>	<p>3B.1. Level of cognitive performance impacts the student's potential academic gains</p>	<p>3B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs (Intellitools, Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>3B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>3B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>3B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
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<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of the students taking the Florida Alternate Assessment who will make learning gains in Reading.							
	20% of students made learning gains.	25% will increase their academic learning gains..					
		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		
<p><b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4A.1. Limited exposure to and understanding of non-fiction text</p>	<p>4A.1. CIS Model, Think Aloud Strategies, Marzano academic vocabulary process, Close reading activities and non-fiction writing in the content areas with text dependent responses.</p>	<p>4A.1. Administration Reading Coach Classroom Teachers</p>	<p>4A.1. Progress Monitoring/Data chats Walk-throughs Teacher reflections Informal and formal conferencing/ observations</p>	<p>4A.1. Formative and summative school-based, District and State assessments; non-fiction journal responses</p>		

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<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students in the lowest 25% making learning gains in Reading from 61% to 64%.	61% of students in Grades 4 and 5 in the lowest 25% made learning gains in Reading.	64% of students in Grades 4 and 5 in the lowest 25% will make learning gains in Reading.					

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		<p>4A.2.</p> <p>Lack of student background knowledge, vocabulary, and comprehension.</p>	<p>4A.2.</p> <p>20-5-5 AR Reading school-wide action plan.</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p> <p>Text dependent oral and written responses.</p>	<p>4A.2.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>4A.2.</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>AR journals</p> <p>Classroom Instruction</p>	<p>4A.2.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	
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		4A.3. Continued implementation of text complexity.	4A.3. Close reading activities.  Oral reading of complex text to students  Implementation of think aloud strategies.  Marzano academic vocabulary process.	4A.3. Administration Reading Coach  Teachers	4A.3.  Progress Monitoring/Data chats  Walk-throughs  Teacher reflections  Informal and formal conferencing/observations Student conferencing  Student data notebooks  Text dependent writing  Classroom Instruction	4A.3.  Student work samples Formative and summative school-based, District and State assessments	
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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. Level of cognitive performance impacts the student's potential academic gains</p>	<p>4B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs (Intellitools, Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>4B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>4B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>4B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
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Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the percentage of students in the lowest 25% making learning gains in Reading from 20% to 25%.							
	20% of students in the lowest 25% made learning gains in Reading.	25% of students in the lowest 25% will make learning gains in Reading.					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data  2010-2011</b>	52% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students achieved a Level 3 or higher.	57% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.	61% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.	65% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.	70% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.	74% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.
<u>Reading Goal #5A:</u>  When calculating the achievement gap reduction, we addressed the deficit that occurred from the baseline of 68% to 11-12 score of 48%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		



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<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5B.1. Limited exposure to and understanding of non-fiction text</p>	<p>5B.1. CIS Model, Think Aloud Strategies, Marzano academic vocabulary process, Close reading activities and non-fiction writing in the content areas with text dependent responses.</p>	<p>5B.1. Administration Reading Coach Classroom Teachers</p>	<p>5B.1. Progress Monitoring/Data chats Walk-throughs Teacher reflections Informal and formal conferencing/observations</p>	<p>5B.1. Formative and summative school-based, District and State assessments; non-fiction journal responses</p>		
<p><u>Reading Goal #5B:</u>  Black and white students did not meet the AMO Target.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 58%  Black: 33%</p>	<p>White: 69%  Black: 48%</p>					

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		<p>5B.2.</p> <p>Lack of student background knowledge, vocabulary, and comprehension.</p>	<p>5B.2.</p> <p>20-5-5 AR Reading school-wide action plan.</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p> <p>Text dependent oral and written responses.</p>	<p>5B.2.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>5B.2.</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>AR journals</p> <p>Classroom Instruction</p>	<p>5B.2.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	
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		5B.3. Continued implementation of text complexity.	5B.3. Close reading activities.  Oral reading of complex text to students  Implementation of think aloud strategies.  Marzano academic vocabulary process.	5B.3. Administration Reading Coach  Teachers	5B.3. Progress Monitoring/Data chats  Walk-throughs  Teacher reflections  Informal and formal conferencing/observations Student conferencing  Student data notebooks  Text dependent writing  Classroom Instruction	5B.3. Student work samples Formative and summative school-based, District and State assessments	
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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		
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. Limited exposure to and understanding of non-fiction text</p>	<p>5C.1. CIS Model, Think Aloud Strategies, Marzano academic vocabulary process, Close reading activities and non-fiction writing in the content areas with text dependent responses.</p>	<p>5C.1. Administration Reading Coach Classroom Teachers</p>	<p>5C.1. Progress Monitoring/Data chats Walk-throughs Teacher reflections Informal and formal conferencing/observations</p>	<p>5C.1. Formative and summative school-based, District and State assessments; non-fiction journal responses</p>		

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
32% of ELL students scored satisfactory in 2012 and met the target AMO of 29% in Reading.							
	32% of ELL students made satisfactory progress in Reading.	35% of ELL students will make satisfactory progress in Reading.					

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		5C.2. Lack of student background knowledge, vocabulary, and comprehension.	5C.2. 20-5-5 AR Reading school-wide action plan.  Implementation of think aloud strategies.  Marzano academic vocabulary process.  Text dependent oral and written responses.	5C.2. Administration Reading Coach  Teachers	5C.2. Student conferencing Student data notebooks  AR journals  Classroom Instruction	5C.2. Student work samples Formative and summative school-based, District and State assessments	
		5C.3. Limited English Proficiency	5C.3. Use Rosetta Stone for students with no or very limited English	5C.3. Classroom Teacher  ELL Para	5C.3. Monitoring data from Rosetta Stone and Progress Monitoring	5C.3. CELLA  Curriculum Assessments	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Limited exposure to and understanding of non-fiction text</p>	<p>5D.1. CIS Model, Think Aloud Strategies, Marzano academic vocabulary process, Close reading activities and non-fiction writing in the content areas with text dependent responses.</p>	<p>5D.1. Administration Reading Coach Classroom Teachers</p>	<p>5D.1. Progress Monitoring/Data chats Walk-throughs Teacher reflections Informal and formal conferencing/observations</p>	<p>5D.1. Formative and summative school-based, District and State assessments; non-fiction journal responses</p>		
<p><u>Reading Goal #5D:</u>  17% of SWD made satisfactory progress in Reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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	17% of SWD made satisfactory progress in Reading.	28% of SWD will make satisfactory progress in Reading					
	—	5D.2. Lack of student background knowledge, vocabulary, and comprehension.	5D.2. 20-5-5 AR Reading school-wide action plan.  Implementation of think aloud strategies.  Marzano academic vocabulary process.  Text dependent oral and written responses.	5D.2. Administration Reading Coach Teachers	5D.2. Student conferencing Student data notebooks AR journals Classroom Instruction	5D.2. Student work samples Formative and summative school-based, District and State assessments	

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		<p>5D.3.</p> <p>Continued implementation of text complexity.</p>	<p>5D.3.</p> <p>Close reading activities.</p> <p>Oral reading of complex text to students</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p>	<p>5D.3.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>5D.3.</p> <p>Progress Monitoring/Data chats</p> <p>Walk-throughs</p> <p>Teacher reflections</p> <p>Informal and formal conferencing/observations</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>Text dependent writing</p> <p>Classroom Instruction</p>	<p>5D.3.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5E.1. Limited exposure to and understanding of non-fiction text</p>	<p>5E.1. CIS Model, Think Aloud Strategies, Marzano academic vocabulary process, Close reading activities and non-fiction writing in the content areas with text dependent responses.</p>	<p>5E.1. Administration Reading Coach Classroom Teachers</p>	<p>5E.1. Progress Monitoring/Data chats Walk-throughs Teacher reflections Informal and formal conferencing/observations</p>	<p>5E.1. Formative and summative school-based, District and State assessments; non-fiction journal responses</p>		

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<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage and number of Economically Disadvantaged students making satisfactory progress in Reading from 45% to 53%.							
	45% made satisfactory progress in Reading.	53% of Economically Disadvantaged students will make satisfactory progress in Reading.					

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		<p>5E.2.</p> <p>Lack of student background knowledge, vocabulary, and comprehension.</p>	<p>5E.2.</p> <p>20-5-5 AR Reading school-wide action plan.</p> <p>Implementation of think aloud strategies.</p> <p>Marzano academic vocabulary process.</p> <p>Text dependent oral and written responses.</p>	<p>5E.2.</p> <p>Administration</p> <p>Reading Coach</p> <p>Teachers</p>	<p>5E.2.</p> <p>Student conferencing</p> <p>Student data notebooks</p> <p>AR journals</p> <p>Classroom Instruction</p>	<p>5E.2.</p> <p>Student work samples</p> <p>Formative and summative school-based, District and State assessments</p>	
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		5E.3. Continued implementation of text complexity.	5E.3. Close reading activities.  Oral reading of complex text to students  Implementation of think aloud strategies.  Marzano academic vocabulary process.	5E.3. Administration Reading Coach  Teachers	5E.3. Progress Monitoring/Data chats  Walk-throughs  Teacher reflections  Informal and formal conferencing/observations Student conferencing  Student data notebooks  Text dependent writing  Classroom Instruction	5E.3. Student work samples Formative and summative school-based, District and State assessments	
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**Reading Professional Development**

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

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

**June 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	Pre-K -5th	PLC Leader Delilah Marquez-LCRT	School-wide	Professional Development Days and Early Release Days	Write a reflection regarding anything new learned or any unanswered questions. Update Atlas maps.	Administration / LCRT
Think Aloud Strategies	Pre-K-5 <sup>th</sup>	Laura Waldon- Principal Administrators	School-wide	Early Release Days	Informal Observations/Formal observations	Administrators / LCRT
Marzano Academic Vocabulary	Pre-K – 5 <sup>th</sup>	Page Green- Asst. Principal	School-wide	Professional Development Lesson Plans, Informal Observations Day	Informal Observations	Administrators / LCRT



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

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
SRA Corrective Reading	Textbooks and workbooks	Title 1	\$2000
Harcourt Storytown	Textbooks and workbooks	Title 1	\$2889
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Bookflix	Online fiction/nonfiction Reading materials	Title 1	\$1149
Starfall, SM5, Waterford	Online Reading instructional technology	Title 1	\$3950
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Marzano Academic Vocabulary	CD / books	Title 1	
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Curriculum Associates	Phonics and CARS/STARS	Title 1	\$8213
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Reading Goals*

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

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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 English not spoken at home	1.1 Provide lower level high interest books to take home  Rosetta Stone	1.1 Classroom Teacher ELL Para	1.1 Progress Monitoring	1.1 CELLA Results	
<u>CELLA Goal #1:</u>  35% of ELL students will score at a proficient level in listening and speaking by Spring 2013.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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	23% (3) of ELL students scored Proficient in listening and speaking.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring proficient in reading.</b>	2.1. English not spoken at home	2.1. Provide lower level high interest books to read	2.1. Classroom Teacher ELL Para	2.1. Progress Monitoring	2.1. CELLA Results	
<u>CELLA Goal #2:</u>  35% of ELL students will score Proficient in Reading in 2013.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	15% (2) of ELL students scored Proficient in Reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	3.1. English not spoken at home	3.1. Provide lower level high interest books	3.1. Classroom Teacher ELL Para	3.1. Progress Monitoring	3.1. CELLA Results	
<u>CELLA Goal #3:</u>  35% of ELL students will score Proficient in Writing in 2013.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	31% (4) of ELL students scored Proficient in Writing.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

*End of CELLA Goals*

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**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>						
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>	IA.1. Students struggle to move from a concrete understanding of math to an abstract/higher level of math.	IA.1. Plan and incorporate Concrete-Representational-Abstract activities each week.	IA.1. Administration / Curriculum Leadership Team	IA.1. Classroom walk-throughs, observations, lesson plans	IA.1. Performance Matters, Curriculum Assessments, formative assessments		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase percentage / number of students scoring at Achievement Level 3 in Math from 30% to 33%.	30% (86) of students in Grades 3-5 scored a Level 3 in Mathematics	33% of students in Grades 3-5 scored a Level 3 in Mathematics.					
		1A.2. Students have a limited understanding of mathematical vocabulary.	1A.2. Implement more thorough instruction in academic math vocabulary (Marzano)	1A.2. Administration / Curriculum Leadership Team	1A.2. Classroom walk-throughs, observations, lesson plans	1A.2. Performance Matters, Curriculum Assessments, formative assessments	
		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 mathematics.</b></p>	<p>1B.1. Level of cognitive performance impacts the student's potential academic gains</p>	<p>1B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs(Intelli tools,Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>1B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>1B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>1B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
<p><u>Mathematics Goal #1B:</u>  2 of 5 students who participate in the Florida Alternate Assessment will score at or above a Level 4 in Mathematics.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>1 student scored at a Level 4 in Math.</p>	<p>2 or more students will score at or above a Level 4.</p>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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**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>						
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.		
<p><u>Mathematics Goal #1A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		
<b>Mathematics Goal #1B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2A.1. Students struggle to move from a concrete understanding of math to an abstract/higher level of math.</p>	<p>2A.1. Plan and incorporate Concrete-Representational-Abstract activities each week.</p>	<p>2A.1. Administration / Curriculum Leadership Team</p>	<p>2A.1. Classroom walk-throughs, observations, lesson plans</p>	<p>2A.1. Performance Matters, Curriculum Assessments, formative assessments</p>		
<p><u>Mathematics Goal #2A:</u>  Increase the percentage/number of students scoring at or above Achievement Levels 4 and 5 in Mathematics.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	26% (75) of students in Grades 3-5 scored at or above Levels 4 or 5.	30% of students in Grades 3-5 will score at or above Levels 4 or 5.					
		2A.2. Students have a limited understanding of mathematical vocabulary.	2A.2. Implement more thorough instruction in academic math vocabulary (Marzano)	2A.2. Administration / Curriculum Leadership Team	2A.2. Classroom walk-throughs, observations, lesson plans	2A.2. Performance Matters, Curriculum Assessments, formative assessments	
		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. Level of cognitive performance impacts the student's potential academic gains	2B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs(Intelli tools,Boardmaker, Smartboard), modifying materials and using differentiated instruction.	2B.1. ESE Classroom Teacher, Administration, Guidance Counselor	2B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons	2B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment		

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<u>Mathematics Goal</u> <u>#2B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Of the students currently expected to participate in the Florida Alternate Assessment, 1 of 5 students will score at or above a Level 7.							
	1 student scored at a Level 8.	1 of 5 will score a Level 7 or above.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b></p>	<p>3A.1. Students struggle to move from a concrete understanding of math to an abstract/higher level of math.</p>	<p>3A.1. Plan and incorporate Concrete-Representational-Abstract activities each week.</p>	<p>3A.1. Administration / Curriculum Leadership Team</p>	<p>3A.1. Classroom walk-throughs, observations, lesson plans</p>	<p>3A.1. Performance Matters, Curriculum Assessments, formative assessments</p>		
<p><u>Mathematics Goal #3A:</u>  The percentage of students making learning gains in Mathematics will increase from 51% to 54%.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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	51% of students in Grades 4 and 5 made learning gains in Mathematics	54% of students in Grades 4 and 5 will make learning gains in Mathematics					
		3A.2. Students have a limited understanding of mathematical vocabulary.	3A.2. Implement more thorough instruction in academic math vocabulary (Marzano)	3A.2. Administration / Curriculum Leadership Team	3A.2. Classroom walk-throughs, observations, lesson plans	3A.2. Performance Matters, Curriculum Assessments, formative assessments	
		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. Level of cognitive performance impacts the student's potential academic gains	3B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs(Intelli tools,Boardmaker, Smartboard), modifying materials and using differentiated instruction.	3B.1. ESE Classroom Teacher, Administration, Guidance Counselor	3B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons	3B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
25% or more of the students taking the Florida Alternate Assessment will make learning gains in Mathematics.							
	20% of students made learning gains.	25% will increase academic learning gains.					
		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		
<p><b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4A.1. Students struggle to move from a concrete understanding of math to an abstract/higher level of math.</p>	<p>4A.1. Plan and incorporate Concrete-Representational-Abstract activities each week.</p>	<p>4A.1. Administration / Curriculum Leadership Team</p>	<p>4A.1. Classroom walk-throughs, observations, lesson plans</p>	<p>4A.1. Performance Matters, Curriculum Assessments, formative assessments</p>		
<p><u>Mathematics Goal #4A:</u>  Percentage of students in lowest 25% making learning gains in mathematics will increase from 57% to 60%.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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	57% (109) of students in the lowest 25% made learning gains in Mathematics.	60% of students in the lowest 25% will make learning gains in Mathematics.					
		4A.2. Students have a limited understanding of mathematical vocabulary.	4A.2. Implement more thorough instruction in academic math vocabulary (Marzano)	4A.2. Administration / Curriculum Leadership Team	4A.2. Classroom walk-throughs, observations, lesson plans	4A.2. Performance Matters, Curriculum Assessments, formative assessments	
		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. Level of cognitive performance impacts the student's potential academic gains</p>	<p>4B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs (Intellitools, Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>4B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>4B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>4B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
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<u>Mathematics Goal</u> <u>#4B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance*</u>					
25% of the lowest 25% will make learning gains on the Florida Alternate Assessment in Mathematics.	20% made learning gains.	25% will make learning gains.					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	



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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	42% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students achieved a Level 3 or higher.	54% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.	59% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.	63% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.	68% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.	73% of all 3 <sup>rd</sup> -5 <sup>th</sup> Grade students will achieve a Level 3 or higher.
<p><u>Mathematics Goal #5A:</u></p> <p>When calculating the achievement gap reduction, we addressed the deficit that occurred from the baseline of 67% to 11-12 score of 42%..</p>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		

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<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: require least growth Black:require most growth Hispanic:require some growth Asian:n/a American Indian:n/a  Students struggle to move from a concrete understanding of math to an abstract/higher level of math.</p>	<p>5B.1. Plan and incorporate Concrete-Representational-Abstract activities each week.</p>	<p>5B.1. Administration / Curriculum Leadership Team</p>	<p>5B.1. Classroom walk-throughs, observations, lesson plans</p>	<p>5B.1. Performance Matters, Curriculum Assessments, formative assessments</p>		
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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the satisfactory progress of students in ethnic subgroups. Whites made progress, but did not meet AMO.							
	White:55 Black:16 Hispanic:41 Asian:n/a American Indian:n/a	White:62 Black:38 Hispanic:58 Asian:n/a American Indian:n/a					
		5B.2.  Students have a limited understanding of mathematical vocabulary.	5B.2.  Implement more thorough instruction in academic math vocabulary (Marzano)	5B.2.  Administration / Curriculum Leadership Team	5B.2.  Classroom walk-throughs, observations, lesson plans	5B.2.  Performance Matters, Curriculum Assessments, formative assessments	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1. Students struggle to move from a concrete understanding of math to an abstract/higher level of math.</p>	<p>5C.1. Plan and incorporate Concrete-Representational-Abstract activities each week.</p>	<p>5C.1. Administration / Curriculum Leadership Team</p>	<p>5C.1. Classroom walk-throughs, observations, lesson plans</p>	<p>5C.1. Performance Matters, Curriculum Assessments, formative assessments</p>		
<p><u>Mathematics Goal #5C:</u>  42% of ELL students scored satisfactory in 2012 and met the target AMO of 36% in Math.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	42% of ELL students scored satisfactory in Mathematics.	42% of ELL students scored satisfactory in Mathematics.					
		5C.2. Students have a limited understanding of mathematical vocabulary.	5C.2. Implement more thorough instruction in academic math vocabulary (Marzano)	5C.2. Administration / Curriculum Leadership Team	5C.2. Classroom walk-throughs, observations, lesson plans	5C.2. Performance Matters, Curriculum Assessments, formative assessments	
		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. Students struggle to move from a concrete understanding of math to an abstract/ higher level of math.	5E.1. Plan and incorporate Concrete-Representational-Abstract activities each week.	5D.1. Administration / Curriculum Leadership Team	5D.1. Classroom walk-throughs, observations, lesson plans	5D.1. Performance Matters, Curriculum Assessments, formative assessments		

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Mathematics Goal #5D:	2012 Current Level of Performance:*						
Increase the number/percentage of Students with Disabilities making satisfactory progress.	17% of students made satisfactory progress in Math.	20% of Students with Disabilities will make satisfactory progress in Math.					
	-	5E.2. Students have a limited understanding of mathematical vocabulary.	5D.2. Implement more thorough instruction in academic math vocabulary (Marzano)	5D.2. Administration / Curriculum Leadership Team	5D.2. Classroom walk-throughs, observations, lesson plans	5D.2. Performance Matters, Curriculum Assessments, formative assessments	
		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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Students struggle to move from a concrete understanding of math to an abstract/higher level of math.	5E.1. Plan and incorporate Concrete-Representational-Abstract activities each week.	5E.1. Administration / Curriculum Leadership Team	5E.1. Classroom walk-throughs, observations, lesson plans	5E.1. Performance Matters, Curriculum Assessments, formative assessments		
<u>Mathematics Goal #5E:</u>  Increase the number/percentage of Economically Disadvantaged students making satisfactory progress.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					

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	39% of students made satisfactory progress in Math.	42% of Economically Disadvantaged students will make satisfactory progress in Math.					
		5E.2. Students have a limited understanding of mathematical vocabulary.	5E.2. Implement more thorough instruction in academic math vocabulary (Marzano)	5E.2. Administration / Curriculum Leadership Team	5E.2. Classroom walk-throughs, observations, lesson plans	5E.2. Performance Matters, Curriculum Assessments, formative assessments	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	IA.1. N/A	IA.1.	IA.1.	IA.1.	IA.1.		
<u>Mathematics Goal #1A:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		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. N/A	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.  N/A	2A.1.	2A.1.	2A.1.	2A.1.		
<u>Mathematics Goal #2A:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.  N/A	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal</u> <u>#2B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	<i>N/A</i>					
<u>Mathematics Goal #5A:</u>  <i>N/A</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 subgroups:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. <i>N/A</i>  White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>  White:  Black:  Hispanic:  Asian:  American Indian:	<i>Enter numerical data for expected level of performance in this box.</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.	



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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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. N/A	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	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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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1. N/A	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	—	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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. N/A	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Middle School Mathematics Goals*

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

**Florida Alternate Assessment High School Mathematics Goals**

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

High School	Mathematics Goal	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1. N/A	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1:  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2.1. N/A	2.1.	2.1.	2.1.	2.1.		
<u>Mathematics Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3.1.  N/A	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3:  N/A	<u>2012 Current Level of Performance:*</u>  N/A	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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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.  N/A</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>							
<p>Mathematics Goal #4:  N/A</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>											
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>											
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</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>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>				

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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

<b>Algebra 1 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 1.</b>	I.1. N/A	I.1.	I.1.	I.1.	I.1.		
<u>Algebra 1 Goal #1:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>	2.1. N/A	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	N/A					
<u>Algebra 1 Goal #3A:</u>  N/A							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		

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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b></p>	<p>3B.1. N/A  White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Algebra 1 Goal #3B:</u>  N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i>  White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i>  White: Black: Hispanic: Asian: American Indian:</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 1.</b>	3C.1.  N/A	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		



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

<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3D.1. N/A	3D.1.	3D.1.	3D.1.	3D.1.		
<b>Algebra 1 Goal #3D:</b>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

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

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

*End of Algebra 1 EOC Goals*

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

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

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

<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>	l.1. N/A	l.1.	l.1.	l.1.	l.1.		
<u>Geometry Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1. N/A	2.1.	2.1.	2.1.	2.1.		
<u>Geometry Goal #2:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>	N/A					
<u>Geometry Goal #3A:</u>  N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		

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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b></p>	<p>3B.1. N/A</p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Geometry Goal #3B:</u></p> <p>N/A</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>					



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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1. N/A	3D.1.	3D.1.	3D.1.	3D.1.		
<b>Geometry Goal #3D:</b> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

**Professional Development**

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Concrete, Representational, Abstract Training	Pre-K-5th	PLC Leader Page Green	School-wide	Professional Development Days	Lesson Plans; Informal Observations	Administration
Singapore Math	Pre-K-5th	Administrators	School-wide	Early Release Professional Development Days	Lesson Plans; Informal Observations	Administration
Marzano Academic Vocabulary	Pre-K-5th	Page Green	School-wide	Professional Development Day- Oct 8, 2012	Lesson Plans; Informal Observations, Formal Observations, submit grade level plan	Administration; Team Leaders

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Houghton Mifflin Primary Fact Fluency		Title 1	\$528
Curriculum Associates CAMS / STAMS	Workbooks and Assessments	Title 1	
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Marzano Academic Vocabulary	Books / CDs	Title 1	
Non-Fiction Writing	CDs	Title 1	
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
FCAT Practice	Workbooks	Title 1	\$300
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*



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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	IA.1. Students have a lack of background knowledge and knowledge of the scientific method.	IA.1 Every early release day will be dedicated entirely to instruction in Science and application of the scientific method through experiments and projects.  Complete group and individual science fair projects	IA.1. Instructional personnel and Administration	IA.1. Lesson plan review, observation during walk-throughs, teacher reflection in STEM notes	IA.1. Performance Matters assessments, curriculum tests, formative assessments  Science Fair boards		

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

<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage / number of 5 <sup>th</sup> Grade students scoring at or above Achievement Level 3 in Science.							
	22% (20) of 5 <sup>th</sup> Grade students scored at or above Achievement Level 3 in Science.	25% (25) of 5 <sup>th</sup> Grade students will score at or above Achievement Level 3 in Science.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p>	<p>1B.1. Level of cognitive performance impacts the student's potential academic gains.</p>	<p>1B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs(Intelli tools,Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>1B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>1B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>1B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
<p><u>Science Goal #1B:</u>  Increase the percentage / number of students scoring at Levels 4, 5 or 6.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0 of 2 students scored at Level 4, 5, and 6.</p>	<p>At least 1 of 4 students will score at Levels 4, 5, or 6.</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.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		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b></p>	<p>2A.1. Students have a lack of background knowledge and knowledge of the scientific method.</p>	<p>2A.1. Every early release day will be dedicated entirely to instruction in Science and application of the scientific method through experiments and projects.  Complete group and individual science fair projects</p>	<p>2A.1. Instructional personnel and Administration</p>	<p>2A.1. Lesson plan review, observation during walk-throughs, teacher reflection in STEM notes</p>	<p>2A.1. Performance Matters assessments, curriculum tests, formative assessments  Science Fair boards</p>		

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

<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Increase percentage / number of students scoring at or above Achievement Levels 4 and 5 in Science.							
	15% (14) of students scored at or above Achievement Levels 4 and 5 in Science.	18% (18) of students will score at or above Achievement Levels 4 and 5 in Science.					
		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. Level of cognitive performance impacts the student's potential academic gains.</p>	<p>2B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs (Intellitools, Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>2B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>2B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>2B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Of the 4 students that will complete the Science portion of the Florida Alternative Assessment, 2 of these students will score at or above level 4.							
	0 of 2 students scored at level 4,5and 6	1 of 4 students will score at level 4 or above					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

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

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					



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

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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*End of Florida Alternate Assessment High School Science Goals*

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

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

<b>Biology 1 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 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Biology 1 Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Biology 1 Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Biology 1 EOC Goals*

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

**Science Professional Development**

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

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

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

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Scott Foresman	Textbooks	Title 1	\$385
AIMS Modules	Hands-On Activities	Title 1	\$490
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
National Wildlife	Magazines	Title 1	\$1021
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	IA.1. Improving basic conventions, such as spelling of common grade level words, grammar, and punctuation.	IA.1. Explicit modeling of basic conventions, application of grammar and proper spelling and usage of common and advanced vocabulary	IA.1. Classroom teachers and administration	IA.1. Group grading of grade level writing samples	IA.1. District prompts; weekly classroom prompts		

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

Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the percentage/number of 4 <sup>th</sup> Grade students scoring at Achievement Level 3.0 or higher.							
	64% (64) of students in 4 <sup>th</sup> Grade earned an Achievement Level of 3.0 or higher.	70% of students in 4 <sup>th</sup> Grade will score at Achievement Level 3.0 or higher.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

<p><b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b></p>	<p>1B.1. Level of cognitive performance impacts the student's potential academic gains.</p>	<p>1B.1. Increase instruction from Participatory to the Supported Level as defined by the State Standard Access Points. Using visual aids and technology programs (Intellitools, Boardmaker, Smartboard), modifying materials and using differentiated instruction.</p>	<p>1B.1. ESE Classroom Teacher, Administration, Guidance Counselor</p>	<p>1B.1. Progress Monitoring- Classroom Informal Walkthroughs, observations, lesson plans, teacher reflection of lessons</p>	<p>1B.1. Walkthrough, Formal Observations, formative assessments, Florida Alternate Assessment</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the level of performance on the Florida Alternate Assessment Writing.	50% scored a Level 8.	100% of students will score Level 4 or above.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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**Writing Professional Development**

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Non-Fiction Writing	Pre-K-5th	Laura Waldon-Principal	School-wide	Professional Development Days	Lesson Plans; Informal Observations	Administration
Write Bright	1 <sup>st</sup> -5 <sup>th</sup> grade	Nikki Swaine via online resource	Grade Level	On-going	Lesson Plans; Informal Observations	Administration

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Handwriting without Tears	Books, curriculum materials	Title 1	\$301

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

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Write Bright	School-wide Online Access Instructional Technology	Title 1	\$1500
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Non-Fiction Writing K-2 and 3-5	CDs	Title 1	\$200
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Time for Kids; Scholastic News; National Geographic	Magazines for Non-Fiction Writing	Title 1	\$2389
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Writing Goals*

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

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

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

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

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		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 Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

**Civics Professional Development**

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

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

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

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

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

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

*End of Civics Goals*

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

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

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

<b>U.S. History 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 U.S. History.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><u>U.S. History Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>U.S. History Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

**U.S. History Professional Development  
Professional  
Development  
(PD) aligned with  
Strategies through  
Professional  
Learning  
Community (PLC)  
or PD Activity**

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

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

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

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

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

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance</b>	1.1. Parents not transporting students to school prior to the first attendance bell.	1.1. Increase parent awareness about the correlation between poor attendance and the effects on achievement through articles and education.	1.1. SARC and Administration	1.1. Monitor attendance, tardies, absences.	1.1. Review monthly attendance data with data operator.		

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

Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Increase the average daily attendance rate and reduce the number of absences and tardies.	The 2011-2012 average daily attendance rate was 94.89%.	The 2012-2013 average daily attendance rate will be 95.89%.					
	<u>2012 Current Number of Students with Excessive Absences</u>  (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u>  (10 or more)					
	28% (152) of students excluding Pre-K had excessive absences (10 or more) in 2011-2012.	25% of students will have excessive absences (10 or more) in 2012-2013.					

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

	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	26% (141) of students excluding Pre-K had excessive tardies (10 or more) in 2011-2012.	24% of students excluding Pre-K will have excessive tardies (10 or more) in 2012-2013.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Attendance Professional Development**

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

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

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

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

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



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

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Suspension</b>	1.1. Some students do not respond to the implemented positive behavior strategies when implemented.	1.1. Monitor the effectiveness of a variety of interventions and observe antecedent activities that precede events.  Continue to implement monthly PBiS events both school-wide and in the classroom for students who earn ROAR tickets.	1.1. Classroom teacher, Guidance, Administration, PBiS team,	1.1. Reduction in events among small percentage of students.	1.1. Regular review and disaggregation of discipline data by PBiS team, Guidance and Administration		

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

<p>Suspension Goal #1:  Decrease the percentage/ number of ISS and OSS events.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>There were 19 incidents of ISS.</p>	<p>No more than 17 incidents of ISS.</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>16 students earned ISS.</p>	<p>No more than 14 students will earn ISS.</p>					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p>There were 16 incidents of OSS.</p>	<p>No more than 14 incidents of OSS.</p>					
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p>					
	<p>12 students earned OSS.</p>	<p>No more than 10 students will earn OSS.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Second Step	Social Skills curriculum		
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PBiS training for PBiS team at DO	Face to Face meeting for PBiS training	none	0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Dropout Prevention</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<u>Dropout Prevention Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

**Professional Development (PD) aligned with**

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



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

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

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

PD Content /Topic

Grade Level/  
Subject

PD Facilitator

PD Participants

Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or school-wide)

PLC Leader

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

**Dropout Prevention Budget** (Insert rows as needed)

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Parent Involvement</b>	1.1.  Parents’ ability or willingness to attend parent involvement activities.	1.1.  To provide activities that are relevant to student and family needs. In addition, the activities should engage family members.	1.1.  Parent involvement committee and administration	1.1.  Review of sign-in sheets	1.1.  Sign-in sheets and Raptor volunteer documents		

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

<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Increase the level of parent involvement at Fred Wild Elementary.							
	60% of parents have participated in at least one parent involvement activity.	63% of parents will participate in at least one parent involvement activity.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

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

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

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

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

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

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

**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<p><u>STEM Goal #1:</u></p> <p>Increase students' background knowledge in areas of science and knowledge of the scientific method, advanced technology skills, engineering experiences, and solid basic and advanced math skills and math application.</p>	<p>I.1.</p> <p>Students have a lack of background knowledge in areas of science and knowledge of the scientific method, advanced technology skills, engineering experiences, and solid basic and advanced math skills and math application.</p>	<p>I.1.</p> <p>Teachers must incorporate STEM activities in weekly lesson plans.</p> <p>Every early release day will be dedicated entirely to instruction in Science and application of the scientific method through experiments and projects.</p> <p>Complete group and individual science fair projects</p>	<p>I.1.</p> <p>Classroom teachers and administration</p>	<p>I.1.</p> <p>Classroom walk-throughs and lesson plan checks; review and evaluation of data</p>	<p>I.1.</p> <p>Performance Matters data, formative assessment data, curriculum assessments, teacher made rubrics</p>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Complete group and individual science fair projects	Science fair boards	Title 1	
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*

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

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

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

	1.3.	1.3.	1.3.	1.3.	1.3.
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**CTE Professional Development**

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Goals Professional Development**

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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

*End of Additional Goal(s)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Total:</b>
	<b>Total:</b>
	<b>Grand Total:</b>

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

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

### Differentiated Accountability

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

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

#### School Advisory Council (SAC)

##### *SAC Membership Compliance*

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

Yes

No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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

The School Advisory Council (SAC) will discuss and behavioral and academic data in all areas of curriculum. The SAC will advise the school on our Parent Involvement Plan, School Compact, Title 1 and SAC budget, and School Improvement Plan. SAC attendees will provide input for all DOE reports, such as the baseline and mid-year report. The SAC is involved in the development and implementation of the A+ Plan which determines the use of A+ funds which the school may be eligible for based on improving and maintaining school grades.

Describe the projected use of SAC funds.	Amount
Purchase Election 2012 Magazines for students in 1 <sup>st</sup> -5 <sup>th</sup> grades to help students incorporate non-fiction text and writing to improve academic achievement.	\$1848.00