

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: Crews Lake Middle School	District Name: District School Board of Pasco County
Principal: Christopher Christoff	Superintendent: Heather Fiorentino
SAC Chair:	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	Christopher Christoff	Social Studies 6-12 Educational Leadership 6-12 ESOL Endorsement	4	12	Prior to being the principal at Crews Lake Middle School, Chris Christoff was the Principal at Seven Springs Middle School for 4 years. The school earned an A each year under his leadership and made AYP during the 2006-2007 school year. During the 2010-2011 school year, CLMS improved to an A school grade. The two previous years, CLMS was a B. During the 2011-2012 school year, CLMS earned a school grade of B. Fifty-nine percent of the students met high standards in reading. Fifty percent met high standards in math. Seventy-three percent met high standards in writing. Forty-six percent met high standards in science. Sixty percent of the students made learning gains in reading, fifty-six percent made learning gains in math. Fifty-five percent of the lowest quartile students made learning gains in reading while forty-nine percent of the lowest quartile made learning gains in math.
Assistant Principal	Adam Kennedy	Social Studies 6-12 Educational Leadership 6-12 Gifted Endorsement	3	3	Prior to being an assistant principal at Crews Lake Middle School, Adam Kennedy was the Instructional Technology Specialist at Thomas E. Weightman Middle School. During the 2010-2011 school year, CLMS improved to an A school grade. The two previous years, CLMS was a B. During the 2011-2012 school year, CLMS earned a school grade of B. Fifty-nine percent of the students met high standards in reading. Fifty percent met high standards in math. Seventy-three percent met high standards in writing. Forty-six percent met high standards in science. Sixty percent of the students made learning gains in reading, fifty-six percent made learning gains in math. Fifty-five percent of the lowest quartile students made learning gains in reading while forty-nine percent of the lowest quartile made learning gains in math.
Assistant Principal	Danielle White	Social Studies 6-12 Math 5-9 Math 6-12 Educational Leadership 6-12	1	2.5	Prior to being an assistant principal at Crews Lake Middle School, Danielle White was an assistant principal at Wesley Chapel High School. During the 2011-2012 school year, CLMS earned a school grade of B. Fifty-nine percent of the students met high standards in reading. Fifty percent met high standards in math. Seventy-three percent met high standards in writing. Forty-six percent met high standards in science. Sixty percent of the students made learning gains in reading, fifty-six percent made learning gains in math. Fifty-five percent of the lowest quartile students made learning gains in reading while forty-nine percent of the lowest quartile made learning gains in math.

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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)
K-12 Literacy Coach	TBA				

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. Crews Lake Middle School will post positions highlighting the fact that applicants must be highly qualified. All new teachers will be given a building level mentor to set up frequent observations and conferences. The school will conduct action 1. research to ensure that high quality teaching is sustained and professionalism is encouraged.	Principal	Ongoing	
2. Teachers are provided with monthly staff embedded professional development opportunities that is administered by our Reading Support Team.	K-12 Literacy Coach,	Ongoing	
3. Teachers work in learning communities and conduct Action Research to find and implement best practices.	Administration	Ongoing	

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4. All staff members have opportunities to participate in school based decision making through school improvement plan writing, committee work, department meetings, team meetings, school advisory council, and grade level meetings.	Administration	Ongoing	
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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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
60	8%	69%	29%	2%	19%		14%	1%	8%

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
TBD			

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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.

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- RtI Leadership Team members at CLMS were selected to provide broad representation among the various academic disciplines. In addition, select members of the school-based support staff are included to provide specialized input to build capacity and collaboration in designing effective academic and behavioral interventions across all three tiers.

- Members include:

Assistant principal, RtI/PS Team Leader/Coach, Guidance Counselor, student support assistance program teacher, social worker, reading teacher, math teacher, social studies teacher, science teacher, elective teacher, ESE teacher, and behavior specialist.

Members of the RtI Leadership team will assume responsibilities according to the following roles: Data Specialist(s), Recorder, Timekeeper, Communications, Reinforcement/recognition.

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

The RtI/PS team will develop a school-wide action plan based on an analysis of school-wide achievement and discipline data.

This analysis is ongoing and formative.

- Holds regular team meetings (at least monthly)

- Analyze /monitor achievement and behavior data.

- Maintain communication with staff and support staff to identify problem areas, facilitate collaborative problem-solving, assess staff support needs, and to monitor intervention fidelity/efficacy.

- Implements an Early Warning System to identify proper supports at the TIER 1 and TIER 2 level.

- The Hudson High School Feeder Pattern will meet quarterly to discuss each school's Early Warning System and compare data and share interventions that are yielding success.

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 2012-2013 School Improvement Plan focuses on providing TIER 2 supports to students who are not responding to TIER 1 curriculum in the areas of behavior, attendance, and academics. As such, the RTI Leadership Team developed our Early Warning System that will enable us to provide support to students as soon as they need it. That proactive approach will be supported by the RTI Leadership team who will be modeling this school wide so it can be replicated for smaller groups of students within professional learning communities.

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.

1. FAIR data will be used to strengthen TIER 1 curriculum in literacy and provide TIER 2 supports to struggling students.
2. Read 180, AMP, and Triumphs are the research based reading programs being implemented in intensive reading courses. Each program comes with formative assessment reports that will be analyzed for further TIER 2 and TIER 3 supports.
3. The Core K-12 program will be used in math and science. Students will be assessed three times a year and planning time will be provided for both departments to decide on appropriate responses across the TIERED curriculum.
4. CLMS is in its fourth year of implementation of a writing across the curriculum portfolio program. This program allows students to write in many different forms in each of their courses. Samples are then selected by the Language Arts teachers to be included in their official portfolio which tracks growth over time. This year the program has been significantly enhanced and strengthened using research.

Behavior, attendance, and academics will be monitored using the PSRTI Database that was crated by the District last school year. The DOP Teacher on a bi-weekly basis will pull pertinent data and students will be grouped in the Early Warning System Triangle where TIERED supports will be provided.

Describe the plan to train staff on MTSS.

The school will be entering its fourth year as an RTI Pilot School. The RTI Leadership Team will continue to strengthen TIER 1 curriculum and develop TIER 2 protocols for all interventions currently being implemented.

Describe the plan to support MTSS.

Continue to develop the school based on-track program. This year is designed to focus on tier 2 supports for attendance and academics. Our PS/RTI and student services groups are developing system wide supports such as common planning for 7th and 8th grade core subjects, while 6th grade is team based. CLMS also hired an additional Math instructor to focus on all non-ESE level 1 and level 2 math students. Additional resources were also added to the recovery lab to assist students with promotion recovery.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Each team of teachers behaves as a professional learning community at CLMS. As such, each team will have a representative serve on the Lead Literacy Team. In addition, the team will include the Literacy Coach.

2012-2013 LLT

TBA, Literacy Coach

Denise Ressel, 6th Grade Social Studies Teacher

Kelly McCormick 7th Grade/ESE Math Teacher

Becky Worthington 7th Grade Teacher

Terry Johnson 6th Grade Science Teacher

Lisa Cusker PE Teacher

Meredith Alston Family and Consumer Science Teacher

Erin Fichtemaier Reading Teacher

Robert Petrucci Reading Teacher

Kelly Wadel Reading Teacher

June 2012

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

The school-based LLT at Crews Lake Middle School has representation from each professional learning community. They meet monthly. This year they will be focusing on Lesson Planning using a school developed Lesson Study process named "Lesson Study Light". This explained more in detail in the next section.

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

The overall focus for the 2012-2013 will be focused lesson planning based on collaboration and reflection. As such, it will be essential for the Lead Literacy Team to play a central role in the development of lesson plans that include high leverage literacy strategies. The lead literacy team will work with elective teachers in the lesson study process to develop plans that incorporate the school created POWER strategies. Another area of focus will be the implementation of Common Core Standards.

Public School Choice

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

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

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

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

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

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

Crews Lake Middle School earned a B for the 2011-2012 school year. With that comes celebration and reflection. After data analysis, it becomes apparent that even a B school still has a lot of work to do. Specifically in the area of literacy. CLMS, like a lot of other schools in the county, seems to have hit a ceiling. This means that our reading proficiency scores will continue to fluctuate along a small margin. This realization has renewed our focus on reading being the responsibility of every teacher. Our focus this year will be on lesson planning through collaboration and reflection. Learning communities will create lesson plans together with literacy being the focus throughout the plan. Plans will also be reflected on after the lesson has been taught. CLMS will also focus on strengthening our TIER 1 academic instruction with a strong emphasis on implementation of Common Core standards.

****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?

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?

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](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Time to meet with students Substitutes	1A.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	1A.1. Classroom teachers, Principal, Asst. Principal	1A.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	1A.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		

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<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Sixty-five percent of the students will be proficient in reading, as measured by the 2013 FCAT.	31% 230/747	65% will score at or above level 3					
		1A.2. Implementation from all Departments	1A.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	1A.2. Language Arts Department Head, Principal	1A.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	1A.2. Portfolios will be checked periodically using a Rubric	
		1.A.3 funding source, Implementation from all staff members.	1.A.3 Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	1.A.3 Literacy Coach, classroom teacher, principal, asst. principal,	1.A.3 FAIR data, CORE data, FCAT scores, classroom grades.	1.A.3 Literacy Walkthrough lesson plans, student notebooks, student interviews.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Time to meet with students Substitutes	1B.1. Data chats with students focusing on the student's FAA reading and Math scores and Achievement level. Students will identify areas of improvement and set goals to improve	1B.1. Classroom teachers, Principal, Asst. Principal	1B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	1B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Thirty percent of the students will be proficient in reading, as measured by the 2013 FAA							
	27% 10/22	30% will be at levels 4, 5,6					
		1B.2. Implementation from all Departments	1B.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	1B.2. Language Arts Department Head, Principal	1B.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	1B.2. Portfolios will be checked periodically using a Rubric	
		1B.3. funding source, Implementation from all staff members	1B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	1B.3. Literacy Coach, classroom teacher, principal, asst. principal	1B.3. FAIR data, CORE data, FAA scores, classroom grades.	1B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1 Time to meet with students Substitutes	2A.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve	2A.1. Classroom teachers, Principal, Asst. Principal	2A.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	2A.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Reading Goal #2A:</u> Fifty percent of the students will at or above levels 4 in reading, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	25% 189/747	50% will score at or above level 4					
		2A.2. Implementation from all Departments	2A.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	2A.2. Language Arts Department Head, Principal	2A.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	2A.2. Portfolios will be checked periodically using a Rubric	

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		2A.3. funding source, Implementation from all staff members	2A.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	2A.3. Literacy Coach, classroom teacher, principal, asst. principal	2A.3. FAIR data, CORE data, FCAT scores, classroom grades.	2A.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Time to meet with students Substitutes	2B.1. Data chats with students focusing on the student's FAA reading and Math scores and Achievement level. Students will identify areas of improvement and set goals to improve	2B.1. Classroom teachers, Principal, Asst. Principal	2B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	2B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
Reading Goal #2B: Fifty-seven percent of the students will score at or above levels 4 in reading, as measured by the 2013 FAA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	55% 12/22	57% at or above level 7					
		2B.2. Implementation from all Departments	2B.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	2B.2. Language Arts Department Head, Principal	2B.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	2B.2. Portfolios will be checked periodically using a Rubric	

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		2B.3. funding source, Implementation from all staff members	2B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	2B.3. Literacy Coach, classroom teacher, principal, asst. principal	2B.3. FAIR data, CORE data, FAA scores, classroom grades.	2B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Time to meet with students Substitutes	3A.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve	3A.1. Classroom teachers, Principal, Asst. Principal	3A.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	3A.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Reading Goal #3A:</u> Sixty-five percent of the students will make learning gains in reading, as measured by the 2013 FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60%	65% will make learning gains					
		3A.2. Implementation from all Departments	3A.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	3A.2. Language Arts Department Head, Principal	3A.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	3A.2. Portfolios will be checked periodically using a Rubric	

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		3A.3. funding source, Implementation from all staff members	3A.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	3A.3. Literacy Coach, classroom teacher, principal, asst. principal	3A.3. FAIR data, CORE data, FCAT scores, classroom grades.	3A.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Time to meet with students Substitutes	3B.1. Data chats with students focusing on the student's FAA reading and Math scores and Achievement level. Students will identify areas of improvement and set goals to improve	3B.1. Classroom teachers, Principal, Asst. Principal	3B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	3B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
Reading Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3B.2. Implementation from all Departments	3B.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	3B.2. Language Arts Department Head, Principal	3B.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	3B.2. Portfolios will be checked periodically using a Rubric	
		3B.3. funding source, Implementation from all staff members	3B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	3B.3. Literacy Coach, classroom teacher, principal, asst. principal	3B.3. FAIR data, CORE data, FAA scores, classroom grades.	3B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Time to meet with students Substitutes	4A.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve	4A.1. Classroom teachers, Principal, Asst. Principal	4A.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	4A.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
Reading Goal #4A: Sixty percent of the students in lowest 25% will make learning gains in reading, as measured by the 2013 FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>55% made gains</i>	<i>60% of the lowest 25% will make learning gains</i>					
		4A.2. Implementation from all Departments	4A.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	4A.2. Language Arts Department Head, Principal	4A.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	4A.2. Portfolios will be checked periodically using a Rubric	

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		4A.3. funding source, Implementation from all staff members	4A.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	4A.3. Literacy Coach, classroom teacher, principal, asst. principal	4A.3. FAIR data, CORE data, FCAT scores, classroom grades.	4A.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1. Time to meet with students Substitutes	4B.1. Data chats with students focusing on the student's FAA reading and Math scores and Achievement level. Students will identify areas of improvement and set goals to improve	4B.1. Classroom teachers, Principal, Asst. Principal	4B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	4B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
Reading Goal #4B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4B.2. Implementation from all Departments	4B.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	4B.2. Language Arts Department Head, Principal	4B.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	4B.2. Portfolios will be checked periodically using a Rubric	
		4B.3. funding source, Implementation from all staff members	4B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	4B.3. Literacy Coach, classroom teacher, principal, asst. principal	4B.3. FAIR data, CORE data, FAA scores, classroom grades.	4B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 68% at level 3 or higher	59% at level 3 or higher	65% at level 3 or higher	70% at level 3 or higher	75% at level 3 or higher	80% at level 3 or higher	86% at level 3 or higher
<u>Reading Goal #5A:</u> In six years school will reduce their achievement gap by 50%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Time to meet with students Substitutes	5B.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve	5B.1. Classroom teachers, Principal, Asst. Principal	5B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	5B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Reduce the percentage of each subgroup by ten percent of students not making satisfactory progress in reading, as measured by the 2013 FCAT							
	White: 43% Black: 56% Hispanic: 32% Asian: 12% American Indian: 50% Not making progress	White: 33% Black: 46% Hispanic: 22% Asian: 2% American Indian: 40%					
		5B.2. Implementation from all Departments	5B.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	5B.2. Language Arts Department Head, Principal	5B.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	5B.2. Portfolios will be checked periodically using a Rubric	
		5B.3. funding source, Implementation from all staff members	5B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	5B.3. Literacy Coach, classroom teacher, principal, asst. principal	5B.3. FAIR data, CORE data, FCAT scores, classroom grades.	5B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Time to meet with students Substitutes	5C.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve	5C.1. Classroom teachers, Principal, Asst. Principal	5C.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	5C.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Reading Goal #5C:</u> Fifty percent of ELL students will be proficient in reading, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>90% not making progress</i> <i>9/10</i>	<i>50% will be proficient</i>					
		5C.2. Implementation from all Departments	5C.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	5C.2. Language Arts Department Head, Principal	5C.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	5C.2. Portfolios will be checked periodically using a Rubric	

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		5C.3. funding source, Implementation from all staff members	5C.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	5C.3. Literacy Coach, classroom teacher, principal, asst. principal	5C.3. FAIR data, CORE data, FCAT scores, classroom grades.	5C.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Time to meet with students Substitutes	5D.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve	5D.1. Classroom teachers, Principal, Asst. Principal	5D.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	5D.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Reading Goal #5D:</u> Fifty percent of SWD students will be proficient in reading, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68% 79/117	50% will be proficient					

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		5D.2. Implementation from all Departments	5D.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	5D.2. Language Arts Department Head, Principal	5D.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	5D.2. Portfolios will be checked periodically using a Rubric	
		5D.3. funding source, Implementation from all staff members	5D.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	5D.3. Literacy Coach, classroom teacher, principal, asst. principal	5D.3. FAIR data, CORE data, FCAT scores, classroom grades.	5D.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Time to meet with students Substitutes	5E.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve	5E.1. Classroom teachers, Principal, Asst. Principal	5E.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	5E.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Reading Goal #5E:</u> Fifty percent of FRL students will be proficient in reading, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	47% 266/568	50% will be proficient					
		5E.2. Implementation from all Departments	5E.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	5E.2. Language Arts Department Head, Principal	5E.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	5E.2. Portfolios will be checked periodically using a Rubric	

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		SE.3. funding source, Implementation from all staff members	SE.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	SE.3. Literacy Coach, classroom teacher, principal, asst. principal	SE.3. FAIR data, CORE data, FCAT scores, classroom grades.	SE.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
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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.							
	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
	PD on teacher competencies	All	Asst. Principal	All instructional staff	At lease once a quarter target dates are two per month	Walk-throughs, observations	Principal, Asst. Principal
	Collaborative systems	7/8 core subjects	Principal, Asst. Principal	Core subjects, 7 and 8 grade	Once a week	Quarterly check of binders, observations of planning time	Principal, Asst. Principal

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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
1A.1.	Comp notebooks for all students	Fees	800.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative systems	Paid time for teachers to meet and plan together	Title 1	1,500
Subtotal:1,500			
Other			
Strategy	Description of Resources	Funding Source	Amount
S.I.P planning meetings	Time for staff to meet and plan S.I.P goals	Title one funds	1,200.00
Subtotal:			
Total:3.500			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Language Limited access to resources Out of field teachers	1.1. Use of best practices in the classroom.	1.1. Classroom teacher ESOL Resource Teacher	1.1. Administrative walk-throughs Lesson Plans	1.1. CELLA FCAT Florida Writes	
CELLA Goal #1: <i>Sixty-eight percent of the students will be proficient in listening/Speaking as measured by the 2013 CELLA test.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	62%					
		1.2. Language Limited access to resources Out of field teachers	1.2. Coaching by the ESOL Resource Teacher for faculty and staff	1.2. ESOL Resource Teacher Assistant Principal Classroom teacher	1.2. Administrative walk-throughs Lesson Plans	1.2. CELLA FCAT Florida Writes
		1.3. Language Limited access to resources Out of field teachers	1.3. Parent involvement and education	1.3. Principal, classroom teacher Assistant Principals ESOL Resource teacher	1.3. Student data from FCAT, CELLA, teacher observations	1.3. CELLA FCAT Florida Writes
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	

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2. Students scoring proficient in reading.	2.1. Language Limited access to resources Out of field teachers	2.1. Use of best practices in the classroom.	2.1. Classroom teacher ESOL Resource Teacher	2.1. Administrative walk-throughs Lesson Plans	2.1. CELLA FCAT Florida Writes	
CELLA Goal #2: <i>Thirty percent of the students will be proficient in Reading as measured by the 2013 CELLA test</i>	2012 Current Percent of Students Proficient in Reading:					
	25%					
	1.2. Language Limited access to resources Out of field teachers	2.2. Language Limited access to resources Out of field teachers	2.2. Coaching by the ESOL Resource Teacher for faculty and staff	2.2. ESOL Resource Teacher Assistant Principal Classroom teacher	2.2. Administrative walk-throughs Lesson Plans	2.2. CELLA FCAT Florida Writes
		2.3. Language Limited access to resources Out of field teachers	2.3. Parent involvement and education	2.3. Principal, classroom teacher Assistant Principals ESOL Resource teacher	2.3. Student data from FCAT, CELLA, teacher observations	2.3. CELLA FCAT Florida Writes

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	3.1. Language Limited access to resources Out of field teachers	3.1. Use of best practices in the classroom.	3.1. Classroom teacher ESOL Resource Teacher	3.1. Administrative walk-throughs Lesson Plans	3.1. CELLA FCAT Florida Writes	
CELLA Goal #3: <i>Thirty percent of the students will be proficient in Writing as measured by the 2013 CELLA test</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>25%. Proficient with a 3.0</i>					
	1.2. Language Limited access to resources Out of field teachers 1.3. Language Limited access to resources Out of field teachers	3.2. Language Limited access to resources Out of field teachers	3.2. Coaching by the ESOL Resource Teacher for faculty and staff	3.2. ESOL Resource Teacher Assistant Principal Classroom teacher	3.2. Administrative walk-throughs Lesson Plans	3.2. CELLA FCAT Florida Writes
		3.3. Language Limited access to resources Out of field teachers	3.3. Parent involvement and education	3.3. Principal, classroom teacher Assistant Principals ESOL Resource teacher	3.3. Student data from FCAT, CELLA, teacher observations	3.3. CELLA FCAT Florida Writes

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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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:000.000			

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]).

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

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <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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Elementary School Mathematics Goals

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

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

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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<u>Mathematics Goal #2B:</u>	<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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</u>	<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>					
		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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4A: <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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal #4B:</u>	<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>					
		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	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <i>Enter narrative for the goal in this box.</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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u>	<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> 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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: <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>					
		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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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Time to meet with students Substitutes	1A.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	1A.1. Classroom teachers, Principal, Asst. Principal	1A.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	1A.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Mathematics Goal #1A:</u> Sixty-five percent of the students will be proficient in math, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	27% 200/747	65% of all students will score at or above level 3 in math.					
		1A.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	1A.2. Use an intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	1A.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	1A.2. Assess growth on Core K-12, formative assessments	1A.2. Core K-12 formative assessments, FCAT	
		1.A.3 funding source, Implementation from all staff members.	1.A.3 Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	1.A.3 Literacy Coach, classroom teacher, principal, asst. principal,	1.A.3 FAIR data, CORE data, FCAT scores, classroom grades.	1.A.3 Literacy Walkthrough lesson plans, student notebooks, student interviews.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. Time to meet with students Substitutes	1B.1. Data chats with students focusing on the student's FAA reading and Math scores and Achievement level. Students will identify areas of improvement and set goals to improve.	1B.1. Classroom teachers, Principal, Asst. Principal	1B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	1B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		

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<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Forty-five percent of the students will be at or above level 4 in math, as measured by the 2013 FAA.							
	43% 10/23	45%					
		1B.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	1B.2. Use an intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	1B.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	1B.2. Assess growth on Core K-12, formative assessments	1B.2. Core K-12 formative assessments, FCAT	
		1B.3. funding source, Implementation from all staff members	1B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	1B.3. Literacy Coach, classroom teacher, principal, asst. principal,	1B.3. FAIR data, CORE data, FAA scores, classroom grades	1B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Time to meet with students Substitutes	2A.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	2A.1. Classroom teachers, Principal, Asst. Principal	2A.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	2A.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Mathematics Goal #2A:</u> Thirty-five percent of the students will be at or above level 4 in math, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	20% 149/747	35%					
		2A.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	2A.2. Use an intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	2A.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	2A.2. Assess growth on Core K-12, formative assessments	2A.2. Core K-12 formative assessments, FCAT	

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		2A.3. funding source, Implementation from all staff members	2A.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	2A.3. Literacy Coach, classroom teacher, principal, asst. principal,	2A.3. FAIR data, CORE data, FCAT scores, classroom grades	2A.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Time to meet with students Substitutes	2B.1. Data chats with students focusing on the student's FAA reading and Math scores and Achievement level. Students will identify areas of improvement and set goals to improve.	2B.1. Classroom teachers, Principal, Asst. Principal	2B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	2B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
Mathematics Goal #2B: Forty-two percent of the students will be at or above level 7 in math, as measured by the 2013 FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	39% 9/23	42%					
		2B.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	2B.2. Use a intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	2B.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	2B.2. Assess growth on Core K-12, formative assessments	2B.2. Core K-12 formative assessments, FCAT	

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		2B.3. funding source, Implementation from all staff members	2B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	2B.3. Literacy Coach, classroom teacher, principal, asst. principal,	2B.3. FAIR data, CORE data, FAA scores, classroom grades	2B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Time to meet with students Substitutes	3A.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	3A.1. Classroom teachers, Principal, Asst. Principal	3A.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	3A.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Mathematics Goal #3A:</u> Sixty percent of the students will be make learning gains in math, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	56%	60%					
		3A.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	3A.2. Use a intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	3A.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	3A.2. Assess growth on Core K-12, formative assessments	3A.2. Core K-12 formative assessments, FCAT	

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		3A.3. funding source, Implementation from all staff members	3A.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	3A.3. Literacy Coach, classroom teacher, principal, asst. principal,	3A.3. FAIR data, CORE data, FCAT scores, classroom grades	3A.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. Time to meet with students Substitutes	3B.1. Data chats with students focusing on the student's FAA reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	3B.1. Classroom teachers, Principal, Asst. Principal	3B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	3B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Mathematics Goal</u> <u>#3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current</u> <u>Level of</u> <u>Performance.*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance.*</u>					
		3B.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	3B.2. Use a intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	3B.2. Classroom teacher, Principal, Asst. Principal, guidance councilor, behavior specialist, SSAP.	3B.2. Assess growth on Core K-12, formative assessments	3B.2. Core K-12 formative assessments, FCAT	

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		3B.3. funding source, Implementation from all staff members	3B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	3B.3. Literacy Coach, classroom teacher, principal, asst. principal,	3B.3. FAIR data, CORE data, FAA scores, classroom grades	3B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
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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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Time to meet with students Substitutes	4A.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	4A.1. Classroom teachers, Principal, Asst. Principal	4A.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	4A.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Mathematics Goal #4A:</u> Fifty-five percent of the students in the lowest 25% will make learning gains in math, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	49%	55%					

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		4A.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	4A.2. Use a intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	4A.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	4A.2. Assess growth on Core K-12, formative assessments	4A.2. Core K-12 formative assessments, FCAT	
		4A.3. funding source, Implementation from all staff members	4A.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	4A.3. Literacy Coach, classroom teacher, principal, asst. principal,	4A.3. FAIR data, CORE data, FCAT scores, classroom grades	4A.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1. Time to meet with students Substitutes	4B.1. Data chats with students focusing on the student's FAA reading and Math scores and Achievement level. Students will identify areas of improvement and set goals to improve.	4B.1. Classroom teachers, Principal, Asst. Principal	4B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	4B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Mathematics Goal #4B:</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>					

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		4B.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	4B.2. Use a intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	4B.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	4B.2. Assess growth on Core K-12, formative assessments	4B.2. Core K-12 formative assessments, FCAT	
		4B.3. funding source, Implementation from all staff members	4B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	4B.3. Literacy Coach, classroom teacher, principal, asst. principal,	4B.3. FAIR data, CORE data, FAA scores, classroom grades	4B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 59% at level 3 or higher	50% at level 3 or higher	55% at level 3 or higher	60% at level 3 or higher	65% at level 3 or higher	70% at level 3 or higher	75% at level 3 or higher
<u>Mathematics Goal</u> <u>#5A:</u> In six years, school will reduce their achievement gap by 50%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. Time to meet with students Substitutes	5B.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	5B.1. Classroom teachers, Principal, Asst. Principal	5B.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	5B.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Reduce the percentage of each subgroup by ten percent of students not making satisfactory progress in math, as measured by the 2013 FCAT							
	White: 51% Black: 50% Hispanic: 46% Asian: 63% American Indian: 33%	White:41% Black: 40% Hispanic: 36% Asian: 53% American Indian: 23%					
		5B.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	5B.2. Use a intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	5B.2. Classroom teacher, Principal, Asst. Principal, guidance councilor, behavior specialist, SSAP.	5B.2. Assess growth on Core K-12, formative assessments	5B.2. Core K-12 formative assessments, FCAT	
		5B.3. funding source, Implementation from all staff members	5B.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	5B.3. Literacy Coach, classroom teacher, principal, asst. principal,	5B.3. FAIR data, CORE data, FCAT scores, classroom grades	5B.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Time to meet with students Substitutes	5C.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	5C.1. Classroom teachers, Principal, Asst. Principal	5C.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	5C.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Mathematics Goal #5C:</u> Fifty percent of ELL students will be proficient in math, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% 10/10	50%					

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		5C.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	5C.2. Use an intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	5C.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	5C.2. Assess growth on Core K-12, formative assessments	5C.2. Core K-12 formative assessments, FCAT	
		5C.3. funding source, Implementation from all staff members	5C.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	5C.3. Literacy Coach, classroom teacher, principal, asst. principal,	5C.3. FAIR data, CORE data, FCAT scores, classroom grades	5C.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Time to meet with students Substitutes	5D.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	5D.1. Classroom teachers, Principal, Asst. Principal	5D.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	5D.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		

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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Seventy-seven percent of SWD students will be proficient in math, as measured by the 2013 FCAT							
	72% 84/117	77%					
		5D.2. Developing a master schedule to meet the needs of all level 1 and 2 students with only one teacher.	5D.2. Use a intervention teacher to focus on non-ESE students with level one or two achievement scores in Math. Concentrate wrap-around services in these heterogeneous groups to include (attendance, behavior interventions, etc...)	5D.2. Classroom teacher, Principal, Asst. Principal, guidance counselor, behavior specialist, SSAP.	5D.2. Assess growth on Core K-12, formative assessments	5D.2. Core K-12 formative assessments, FCAT	
		5D.3. funding source, Implementation from all staff members	5D.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	5D.3. Literacy Coach, classroom teacher, principal, asst. principal,	5D.3. FAIR data, CORE data, FCAT scores, classroom grades	5D.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Time to meet with students Substitutes	5E.1. Data chats with students focusing on the student's FCAT reading and Math DSS scores and Achievement level. Students will identify areas of improvement and set goals to improve.	5E.1. Classroom teachers, Principal, Asst. Principal	5E.1. Completion of the chats; Walkthroughs at completion of chats to ascertain implementation and understanding of goals. Interview with students asking them about their goals and data levels.	5E.1. Raider Reflections notebook checks. Interview with students. Teacher lesson plans reflecting use of data.		
<u>Mathematics Goal #5E:</u> Sixty percent of FRL students will be proficient in math, as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	56% 317/568	60%					

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		5E.2. Hiring enough qualified dual role teachers. Communication between the case manager and the dual role teacher	5E.2. Continue to develop the dual teaching role (subject area and ESE certified) program.	5E.2. Principal, Asst Principal, ESE dept head, classroom teacher	5E.2. CORE, FCAT results, formative assessment. Compare scores from last year and measure growth.	5E.2. CORE, FCAT results, formative assessment.	
		5E.3. funding source, Implementation from all staff members	5E.3. Creation and implementation of Raider Reflection logs. Every student will be given a composition notebook to reflect after each class. Students will self-rate their level of understanding and reflect on the day's learning.	5E.3. Literacy Coach, classroom teacher, principal, asst. principal,	5E.3. FAIR data, CORE data, FCAT scores, classroom grades	5E.3. Literacy Walkthrough lesson plans, student notebooks, student interviews.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.			
Mathematics Goal #1: <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>						
		1.2.	1.2.	1.2.	1.2.			1.2.
		1.3.	1.3.	1.3.	1.3.			1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <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>					
		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>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p>Mathematics Goal #4: <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>					
	<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>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Number of students "on-track" for algebra 1 honors.	1.1. Continue to increase the capacity of the Algebra 1 honors program by identifying 6 th and 7 th grade students for advancement.	1.1. Teacher, Math Dept Head, Principal	1.1. Increase of students taking Algebra 1 honors, EOC exam	1.1. EOC		
Algebra 1 Goal #1: <i>Maintain proficiency from previous year.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.		

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: <i>Maintain proficiency from previous year.</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.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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<p>Algebra 1 Goal #3B: <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>					
	<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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Algebra 1 EOC Goals

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: <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.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD on teacher competencies	All	Asst. Principal	All instructional staff	At lease once a quarter target dates are two per month	Walk-throughs, observations	Principal, Asst. Principal
Collaborative systems	7/8 core subjects	Principal, Asst. Principal	Core subjects, 7 and 8 grade	Once a week	Quarterly check of binders, observations of planning time	Principal, Asst. Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative systems	Paid time for teachers to meet and plan together	Title 1	1,500
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Intervention teacher hired	Teacher hired to provide extra support in math	Title 1	43,500
Subtotal:43,500			
Total:45,000			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>Time for creation of Resource room.</p>	<p>The Science Department will collaborate on the creation of a Science Resource Room, which contains the following:</p> <ol style="list-style-type: none"> 1. Vocabulary examples 2. Formative assessment archive 3. TIER 2 resources <p>Differentiation resources</p>	<p>Science Department Head</p>	<p>Creation and implementation of Science Resource Room</p>	<p>Look for Ask for document</p>		
<p><u>Science Goal #1A:</u> <i>Fifty percent of the students will be proficient in science as measured by the 2013 FCAT Science test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Forty-six percent of the students are proficient.</i></p>	<p><i>Fifty percent of the students will be proficient.</i></p>					
		<p>Time for Resource Map Expansion</p>	<p>Science TIER 1 and TIER 2 Resource maps will be expanded to contain specific examples on how to use resources.</p>	<p>Science Department Head</p>	<p>Completion of and use of Science Resource maps.</p>	<p>Lesson Plan Review for use of resource map examples. Core K-12 Reports</p>	

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		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	Time for creation of Resource rooms.	The Science Department will collaborate on the creation of a Science Resource Room, which contains the following: 4. Vocabulary examples 5. Formative assessment archive 6. TIER 2 resources Differentiation resources	Science Department Head	Creation and implementation of Science Resources Room	Look for Ask for document		
Science Goal #1B: <i>90% of the student will be at a level four or higher in science as measured by the 2013 Florida Alternate Assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>85% of the students are at level 4 or higher</i>	<i>90% of the students will be at level 4 or higher</i>					
		Time for Resource Map Expansion	Science TIER 1 and TIER 2 Resource maps will be expanded to contain specific examples on how to use resources.	Science Department Head	Completion of and use of Science Resource maps.	Lesson Plan Review for use of resource map examples. Core K-12 Reports	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	Time for creation of Resource room.	The Science Department will collaborate on the creation of a Science Resource Room, which contains the following: Vocabulary examples Formative assessment archive TIER 2 resources Differentiation resources	Science Department Head	Creation and implementation of Science Resource Room	Look for Ask for document		
<u>Science Goal #2A:</u> <i>Ten Percent of the students will score in levels 4 and 5, as measured by the 2012-2013 Science FCAT.</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>					
		Time for Resource Map Expansion	Science TIER 1 and TIER 2 Resource maps will be expanded to contain specific examples on how to use resources.	Science Department Head	Completion of and use of Science Resource maps.	Lesson Plan Review for use of resource map examples. Core K-12 Reports	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	Time for creation of Resource rooms.	The Science Department will collaborate on the creation of a Science Resource Room, which contains the following: Vocabulary examples Formative assessment archive TIER 2 resources Differentiation resources	Science Department Head	Creation and implementation of Science Resources Room	Look for Ask for document		
Science Goal #2B: <i>100% of students score at or above level 7 on the Florida Alternate Assessment test 2013.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>5 out of 7 students scored at or above level 7. 71%</i>	<i>100% of student score at or above level 7 in 2013.</i>					
		Time for Resource Map Expansion	Science TIER 1 and TIER 2 Resource maps will be expanded to contain specific examples on how to use resources.	Science Department Head	Completion of and use of Science Resource maps.	Lesson Plan Review for use of resource map examples. Core K-12 Reports	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: <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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <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.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						

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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		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: <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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common curriculum focus by grade level in 7 th and 8 th grade	7 th and 8 th grade	Dept. Head	Grade level teachers	Once a week	Bi-monthly review of lesson plans.	Dept. Head, Asst. Principal

Science Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative systems	Paid time for teachers to meet and plan together	Title 1	1,500
Subtotal:1,500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:1,500			

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Implementation from all Departments	1A.1. Focus on core conventions in all writing pieces.	1A.1. Language Arts Department Head, Principal	1A.1. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure core conventions are assessed.	1A.1. Portfolios will be checked periodically using a Rubric		
Writing Goal #1A: <i>80% of 8th graders will be proficient in writing for 2012-13 year.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>73% of 8th graders were proficient in writing</i>	<i>80% of 8th graders will be proficient in writing</i>					
		1A.2. Implementation from all Departments	1A.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	1A.2. Language Arts Department Head, Principal	1A.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	1A.2. Portfolios will be checked periodically using a Rubric	

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		IA.3. Implementation from all Departments	IA.3. The CLMS Writing Across the Curriculum Program will be enhanced to include the following components: 1. Expectations 2. Calendar 3. Suggested Samples 4. Best Practices for each subject area 5. Assessment and Feedback Guidelines 6. Writing Reflection Guidelines 7. Rubrics	IA.3. Language Arts Department Head, Principal	IA.3. Portfolio Review a minimum of once a quarter	IA.3. Portfolios will be checked periodically using a Rubric	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	IB.1. Implementation with fidelity.	IB.1. Focus on core conventions in all writing pieces.	IB.1. ESE Department head, Principal, ASD and ISSB teacher, behavior specialist.	IB.1.	IB.1. Portfolios will be checked periodically using a Rubric		
Writing Goal #1B: <i>100% of all students will score at 4 or higher.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>100% of all 8th graders scored at 4 or higher</i>	<i>100% of all 8th graders score at 5 or higher</i>					
		IA.2. Implementation from all Departments	IA.2. Incorporate higher order learning/ thinking skills in instruction and assessment.	IA.2. Language Arts Department Head, Principal	IA.2. Portfolio Review a minimum of once a quarter; papers will be analyzed to make sure higher order thinking skills are being taught and assessed. Review of lesson plans.	IB.2. Portfolios will be checked periodically using a Rubric	

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		IA.3. Implementation from all Departments	IA.3. The CLMS Writing Across the Curriculum Program will be enhanced to include the following components: 8. Expectations 9. Calendar 10. Suggested Samples 11. Best Practices for each subject area 12. Assessment and Feedback Guidelines 13. Writing Reflection Guidelines Rubrics	IA.3. Language Arts Department Head, Principal	IA.3. Portfolio Review a minimum of once a quarter	IA.3. Portfolios will be checked periodically using a Rubric	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common curriculum focus by grade level in 7 th and 8 th grade	7 th and 8 th grade	Dept. Head	Grade level teachers	Once a week	Bi-monthly review of lesson plans.	Dept. Head, Asst. Principal

Writing Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative systems	Paid time for teachers to meet and plan together	Title 1	1,500
Subtotal:1,500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:1,500			

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		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: <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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <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.	

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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]).

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <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

U.S. History Professional Development

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

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

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	Incentives for on-track students; personnel to run program.	CLMS will implement a Check-in Program for students who are At-Risk in the area of attendance according to our Early Warning System indicators.	RTI Leadership Team	Review of student attendance data weekly for students in program.	Early Warning System Pyramid		
<u>Attendance Goal #1:</u> <i>Eighty-five percent of the students at CLMS will be "On-Track" with 12 or fewer absences.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	74% on track	85% on track					

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	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	221	Less than 200					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	n/a	n/a					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Protocol Training on Attendance Group and Check-in Program	6-8	RTI Leadership Team	All Teachers	Training will commence in August, 2011	Review of Early Warning System Pyramid data for students in programs.	RTI Leadership Team

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
Incentives for on-track students and rewards for off-track students making progress towards pre-established goals.	Variety of incentives including: Free dance tickets, food, special privileges	Principal Internal Account	\$1,000
Subtotal:			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:1,000			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Mandatory 10 days OSS periods for drugs and weapons on campus.	1.1. Create and implement "At Sea" meeting for all students. Meeting will cover basic school rules and guidelines. One common message to all students. Meetings will also focus on the positive interventions we have at the school (gold coins, on-track) and what other options are open to students.	1.1. Principal, Asst. Principal, Behavioral specialist, guidance councilors	1.1. Number of referrals, ISS and OSS days assigned reduced.	1.1. SDS, PS/RTI database		
Suspension Goal #1: <i>Reduce the number of OSS days from 675 days to less than 500 days</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>268 days of ISS</i>	<i>241</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					

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	60	50					
	<u>2012 Total Number of Out-of- School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	675 days of OSS	599					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	44	30					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u> <i>Enter numerical data for current level of parent involvement in this box.</i>	<u>2013 Expected Level of Parent Involvement:*</u> <i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Expand the math and technology clubs and science fair. Increase visibility and understanding of these clubs to all students	1.1. Time, competition with other activities, sports. Transportation after school.	1.1. Advertise and promote these clubs/activities on the morning news show and on school wide announcements. Create more "buzz" and excitement for these groups.	1.1. Principal, Asst Principal, Club leaders	1.1. Measure the interest level of students from prior years using student interviews.	1.1. Student participation increased in these groups.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>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</p>						
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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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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase the number of students involved in the technology Olympics program by 30%.	1.1. After school transportation, Conflict with sports and other clubs	1.1. Promote the program through the morning news, display tables, student promotion.	1.1. Technology teacher, principal, Asst. Principal	1.1. Bi-monthly checks on the number of students involved in the program.	1.1. Number of students that participate in the technology Olympics at the end of the year.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

<p>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.</p>						
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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

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:2,500
CELLA Budget	Total:0
Mathematics Budget	Total:45,000
Science Budget	Total:1,500
Writing Budget	Total:1,500
Civics Budget	Total:0
U.S. History Budget	Total:0
Attendance Budget	Total:2,000
Suspension Budget	Total:0
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:TBD
STEM Budget	Total:0
CTE Budget	Total:0
Additional Goals	Total:0
	Grand Total:51,000

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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> 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.

Describe the projected use of SAC funds.	Amount

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

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