

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: Pinecrest Academy Charter School South	District Name: Miami-Dade
Board chair: Judith Marty Principal: Carmen Cangemi	Superintendent: Alberto Carvalho
SAC Chair: Jannette Gonzalez	Date of School Board Approval: Pending

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	Ms. Carmen Cangemi	BS in Exceptional Student Education, Florida International University; MS in Reading, Barry University. Certification in Exceptional Student Education K-12, Reading K-12, Educational Leadership all levels.	3	6	'12	'11	'10	'09	'08
					<u>School Grade</u>	A	A	A	A
					<u>AYP</u>		100	97	100
					<u>High Standards Rdg.</u>	72	83	77	71
					<u>High Standards Math</u>	75	86	77	73
					<u>Lrng Gains-Rdg.</u>	77	72	71	67
					<u>Lrng Gains-Math</u>	75	76	67	71
					<u>Gains-Rdg-25%</u>	69	69	69	72
					<u>Gains-Math-25%</u>	69	75	75	72
Assistant Principal	Ms. Ana Diaz	BS in Elementary Education, University of Florida; Master of Education, University of Florida. Certification in Elementary Education 1-6, Educational Leadership all levels	7	5	'12	'11	'10	'09	'08
					<u>School Grade</u>	A	A	A	A
					<u>AYP</u>		100	97	100
					<u>High Standards Rdg.</u>	72	83	77	83
					<u>High Standards Math</u>	75	86	77	81
					<u>Lrng Gains-Rdg.</u>	77	72	71	75
					<u>Lrng Gains-Math</u>	75	76	67	75
					<u>Gains-Rdg-25%</u>	69	69	69	68
					<u>Gains-Math-25%</u>	69	75	75	80

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading	Jannette Gonzalez	BS in Elementary Education, Florida International University; MS in Reading Education, Florida International University; Ed.S in Educational Leadership, Nova Southeastern University; Certification in Elementary Education, Reading K-12, ESOL Endorsement	7	7	'12	'11	'10	'09	'08	
					<u>School Grade</u>	A	A	A	A	A
					<u>AYP</u>		100	97	100	100
					<u>High Standards Rdg.</u>	72	83	77	83	86
					<u>High Standards Math</u>	75	86	77	81	80
					<u>Lrng Gains-Rdg.</u>	77	72	71	75	78
					<u>Lrng Gains-Math</u>	75	76	67	75	75
					<u>Gains-Rdg-25%</u>	69	69	69	68	81
<u>Gains-Math-25%</u>	69	75	75	80	77					

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings of new teachers with Principal	Principal	On-going
2. Implementation of teacher mentoring program	Principal and Assistant Principal	On-going
3. Allocate funds to provide veteran teachers with a mentor stipend	Principal	June 2013
4. Soliciting referrals from current employees	Assistant Principal	On-going

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that	Provide the strategies that are being implemented to
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are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	support the staff in becoming highly effective
0	Continue to provide our teachers with appropriate professional development in order to ensure that they continue to be effective teachers.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
40	0% (0)	25% (10)	65% (26)	10% (4)	35% (14)	100% (40)	18% (6)	0%(0)	95%(38)

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
Diane Goldman	First Year Teachers	Diane Goldman has 30 years teaching experience and has consistently demonstrated master of teaching skills.	The mentor and mentee will meet on a regular basis to discuss evidence-based strategies for each domain. The mentor will assist with the development of an evidence based portfolio including reflections from observations, interviews and professional development.

Additional Requirements

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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.

The Pinecrest Academy South MTSS team is comprised of various members of the administration, faculty and staff. **Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing appropriate instructional levels of support via classroom walk-throughs and informal and formal evaluations, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Assist the Principal in carrying out the vision/mission and the implementation of the plan for developing appropriate instructional levels of support to address areas of weakness.

Grade Level Chairpersons: Provide information about core instruction, participates in student data collection, lead biweekly team meetings to disseminate information and coordinate lesson plans.

Reading Coach: Provides information about core instruction, participates in student data collection, and collaborates with staff to implement tier 1 and tier 2 interventions. Provides guidance on K-5 reading plan, provides professional development and technical assistance to teachers regarding data based instructional planning.

SPED Chair: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through co-teaching and consultations.

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

The MTSS Leadership team will meet monthly and on an as needed basis to discuss and monitor how data-driven instruction and assessments are impacting the performance of our students. The team will review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources and utilize the data to drive instruction. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The MTSS Leadership team will collaborate with the Literacy Leadership Team to organize activities that will increase performance, particularly in Reading, through school-wide literacy activities and programs such as Buddy Reading. The team will also disseminate information to the EESAC (Educational Excellence School Advisory Council) and request input about intervention initiatives and proposed projects.

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

The MTSS Leadership team met with the EESAC (Educational Excellence School Advisory Council) and Principal to help develop the SIP. The team provided data on students' achievement (FCAT, SAT, and FAIR assessments) to develop clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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MTSS Implementation

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

Baseline Data: Baseline tests used at the school site (standardized across grade levels), Cold Reads, District provided baseline assessments, Standardized Test for the Assessment of Reading (STAR), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT).

Data Management Systems: Progress Monitoring and Reporting Network (PMRN), Excel Spreadsheets, STAR Data Analysis Program.

Midyear Data: Monthly tests used at the school site (standardized across grade levels), Miami-Dade County Public Schools Interim Assessment in Reading, Math and Science; Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Standardized Test for the Assessment of Reading (STAR) and Cold Reads.

Data Management Systems: Progress Monitoring and Reporting Network (PMRN), Excel Spreadsheets, STAR Data Analysis Program.

End of year Data: Post tests used at the school site (standardized across grade levels), Miami-Dade County Public Schools Interim Assessment in Reading, Math and Science; FAIR, FCAT, STAR, SAT, Cold Reads.

Data Management Systems: Progress Monitoring and Reporting Network (PMRN), Excel Spreadsheets, STAR Data Analysis Program.

Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional Development will be provided during designated professional development days, during small sessions and faculty meetings. MTSS Leadership Team will attend two separate trainings in the summer and the Principal.

Describe plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team is comprised of the Principal (Carmen Cangemi), Assistant Principal (Ana Diaz), Reading Coach (Jannette Gonzalez), Media Specialist (Yurima Don), Mentor Reading Teacher (Diane Goldman), Content Area Teachers (Lourdes Rodriguez, Rachel Llanes, Christine Chavez, Elizabeth Simoulis, Karla Espinoza, Cristina San Gabino, Cristina Alzati, and Betty Valencia).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team meets once a month to discuss initiatives and set plans into actions. The LLT creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The Reading Coach is the Chair and all other members are co-chairs. Each member becomes the chair of the committee for each of the planned initiatives and the rest of the members assist with the implementation.
What will be the major initiatives of the LLT this year? Major Initiatives of the LLT for the 2012-2013 school year are: Buddy Reading, class visits to local libraries, Book Fair, Field Trip to the Actor's Playhouse based on stories they've already read, Favorite Storybook Character Parade, Peer Mentoring and Observations, Grandparent's Book Night, Barnes and Noble Night, Reading Under the Stars (teachers/students read aloud) and Author Studies with would lead to class wide creation of books which will be shared with student's families

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?

****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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. The area which showed minimal growth and would require students to improve performance as noted on the 2012 FCAT 2.0 Reading Test was Reading Application.</p> <p>Content cluster scores indicate that students are having difficulty making inferences, drawing conclusions, returning to text as support for answer, understanding text structures and summarizing text.</p>	<p>1a.1. Use Project Based Learning in order to move students from guided learning to more independent learning.</p> <p>Use reading passages that target main idea/ relevant details, conclusions/ inferences, chronological order, author's purpose/ perspective, bias, compare/ contrast, cause/ effect, sequence of events, text structures/ organizational patterns, themes/topics.</p>	<p>1. a. 1 Administration and Leadership team</p> <p>1. 1.</p>	<p>1a.1 Meet with grade level groups on a monthly basis to review results of periodic assessments based on grade level focus calendar objectives and to discuss strategies to address specific weaknesses.</p>	<p>1a.1 Formative: Periodic benchmark assessment results Summative: 2013 FCAT 2.0 Reading Test</p>		
<p><u>Reading Goal #1a:</u> The results of the 2011-2012 FCAT Reading Test indicate that 31% (125) of students achieved level 3 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 32% (128)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	31% (125)	32% (128)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading 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>					
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reading Application. The areas of weakness included making inferences, drawing conclusions, returning to text as support for answer, analyzing state vs. implied main ideas, using graphic organizer to analyze text, interacting with text, understanding text structures and summarizing text</p>	<p>2a.1 Provide students the opportunity to build skills and accelerate academic growth in the following areas: phonics phonemic awareness, fluency, oral language, vocabulary and comprehension by using the following programs: Accelerated Reader Grades K-5 and Achieve 3000 for students in 2nd-5th Grade.</p>	<p>2a.1. Administration</p>	<p>2a.1. Utilize quarterly reports to review student data at the end of each nine weeks to adjust instruction as needed.</p>	<p>2a.1. Formative: Periodic benchmark assessment results Summative: 2013 FCAT 2.0 Reading Test</p>		
<p><u>Reading Goal #2a:</u> The results of the 2011-2012 FCAT Reading Test indicate that 41 % (164) of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain level 4 & 5 student proficiency at 41% (164)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	41% (164)	41%(164)					
		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 reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: <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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3a.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by 7 percent from the 2011 administration of the FCAT Reading Test.</p> <p>Limited time for students to access technology based programs designed to increase students' individual progress in reading may inhibit progress.</p>	<p>3a.1. Develop a schedule to allow students to utilize net-book laptops to work on the Reading Plus computer program. Expand the use of technology by purchasing additional workstations and programs that target specific instructional needs.</p> <p>Develop a technology plan to ensure that teachers are able to identify appropriate programs that are aligned to individual student needs.</p>	<p>3a.1. Administration</p>	<p>3a.1. Review usage and progress data generated by the Reading Plus program on a monthly basis.</p>	<p>3a.1. Formative: Reading Plus reports</p> <p>Summative: 2013 FCAT 2.0 Reading results</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2011-2012 FCAT Reading Test indicate that 79% (210) of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the % of students making learning gains to 84% (223)</p>							
	79% (210)	84% (223)					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p><u>Reading Goal #3B:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4a.1. As noted on the 2012 FCAT Reading Test, the percent of students in the lowest 25% making learning gains increased by 6 percentage points. Appropriate and timely placement of students in interventions continues to be an obstacle.</p>	<p>4a .1 Utilize prior year and baseline assessment data to identify students who are in need of intervention. Provide teachers with an assistant for 30 minutes daily to work with on level students so that the teacher can focus on the needs of the lowest performing students. Provide after school and in-house tutoring utilizing both computer based programs and supplemental instructional programs published by Curriculum Associates and Florida Ready.</p>	<p>4a.1. MTSS Team</p>	<p>4a.1. Review student progress monthly on the monitoring plan assessment data sheet to determine if students are making sufficient progress towards stated goals.</p>	<p>4a.1. Formative: Weekly assessments designed to assess student progress in their specific area of deficiency Formative: Progress monitoring plan; RTI data sheet including weekly fluency and/or comprehension checks Summative: 2013 FCAT 2.0 Reading Test</p>		

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<u>Reading Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012-2013 FCAT Reading Test indicate that 75% (51) of students in the lowest 25% made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the % of students in the lowest quartile making learning gains to 80% (54)</p>							
	75%(51)	80% (54)					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.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 83%	73%	86%	87%	89%	90%	92%
<u>Reading Goal #5A:</u> Our goal is to increase the proportion of students scoring at levels 3 and above and to decrease the proportion of students scoring at levels 1 and 2 by 50% over 6 years using the 2011 FCAT Administration Score as the baseline year. In order to reach our goal we must increase the percent of students scoring at level 3 or higher from 73% to 86% on the 2013 FCAT Reading Test.							
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. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<p><u>Reading Goal #5B:</u> <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>					
		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		
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. As noted on the 2012 FCAT 2.0 Reading Test, the area that showed minimal growth and requires ELL students to improve performance was Reading Application. ELL students had difficulties making inferences, drawing conclusions, returning to text to support answers and summarizing text.</p>	<p>5C.1. Provide in-house tutoring utilizing computer based programs and provide instructional strategies such as Reciprocal Teaching, Think Alouds and Think/Pair/Share. Teachers will also utilize Task Cards to instruct and provide additional practice of the benchmarks.</p>	<p>5C.1. Administration and Leadership Team</p>	<p>5C.1. Meet with grade level groups and ELL Coordinator on a monthly basis to review results of periodic assessments and adjust instruction as needed.</p>	<p>5C.1 Formative: Periodic benchmark assessment results from the ELL Practice and Assessment Handbook Summative: 2013 FCAT 2.0 Reading Test</p>		

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<p>Reading Goal #5C:</p> <p>The results of the 2011-2012 FCAT Reading Test indicate that 58% (9) of ELL students achieved level 3 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase level 3 ELL student proficiency to 63%(10).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>58% (9)</p>	<p>63% (10)</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>		

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Reading Goal #5D:	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>					
		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 reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading 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.	

Reading 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
Data Chats: Making instructional decisions based on student assessment outcomes	K-5	Lead Teacher, Grade Level Chairperson	School-wide	9/12/12, 10/17/12, 11/14/12, 12/12/12, 1/23/13, 2/20/13, 3/20/13, 4/10/13, 5/22/13	Review benchmark assessment data to measure progress correlated to the NGSSS Focus Calendars	Assistant Principal, Principal
RTI training	K-5	Assistant Principal, Lead Teacher	School-wide	August 16, 2012	Review of RTI – Progress monitoring plan data sheets	Assistant Principal

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Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Goal Area 4	After School Tutoring	EESAC	1,500
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Goal Area 1, 2 & 3	Achieve 3000 Literacy Program	School-based budget	22,000
Subtotal: \$22,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Goal Area 4	Teacher Assistant Personnel	School based budget	20,000
Subtotal: \$20,000			
Total: \$43,500			

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. ELL students lack the additional opportunities, outside of school, to practice speaking and listening skills that will enhance listening comprehension and vocabulary development.	1.1. Emphasize Listening strategies such as using Simple, Direct Language, a strategy that teachers use which helps students gain a better understanding of what is being said as teachers restate sentences into sequences of simple sentences, restate at slower rates, pause often and provide specific explanations. Teachers will also utilize the substitution and paraphrase strategies in order for students to restate what they have read to account for vocabulary and words/concepts that are important to the reading passage.	1.1. ELL teachers, ELL Chairperson, Administrators	1.1. Grade Level Team leaders and ELL Chairperson will review oral language assessments on a monthly basis and adjust instruction as needed.	1.1. <u>Formative:</u> Weekly teacher generated assessments. Periodic benchmark assessment results. Walk-thru observations. <u>Summative:</u> 2013 CELLA	
CELLA Goal #1: The results of the 2012 CELLA Listening/Speaking assessment indicate that 70 % of the ELL students scored proficient in Oral skills.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	70% (57 students).					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. ELL students have limited time to access tutoring due to program requirements.	2.1. Emphasize Reading strategies with QAR's which help students with their reading comprehension and to assist students in understanding the relationship that exists between questions and answers. Provide students with Reciprocal Teaching strategies which is designed to enhance student's comprehension of text by integrating the processes of predicting, clarifying, visualizing, questioning and summarizing during reading. Utilize Reading Plus program to monitor student progress.	2.1. ELL teachers, ELL Chairperson, Administrators	2.1. Utilize data from periodic benchmark assessments to monitor progress. Grade Level Team leaders and ELL Chairperson will meet monthly to discuss strategies in order to address specific weaknesses and adjust instruction as needed.	2.1. <u>Formative:</u> Reading benchmark assessments, Vocabulary assessments, FAIR data. <u>Summative:</u> 2013 CELLA	
CELLA Goal #2: The results of the 2012 CELLA Reading assessment indicate that 38 % of the ELL students scored proficient in Reading.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	<i>38% (31 students)</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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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.	2.1. Time constraints limit the teachers' ability to meet with individual students to assist in the areas of weakness.	2.1. Emphasize strategies that will assist with students' ability to focus, elaborate and organize their writing.	2.1. ELL Chairperson, Leadership Team, Administrators	2.1. Review monthly writing assignments to ensure progress is being made and adjust interventions as needed.	2.1. <u>Formative:</u> Students writing scores on monthly writing assignments <u>Summative:</u> 2013 CELLA	
<u>CELLA Goal #3:</u> The results of the 2012 CELLA Writing assessment indicate that 34 % of the ELL students scored proficient in Writing.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>34% (28 students)</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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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
Goal s 2 & 3	BrainPop		\$1500.00
Goal 2	Achieve 3000		\$22000.00
Subtotal: \$23,500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Goal 3	Melissa Forney's Primary Pizzaz and Razzle Dazzle	School Based Budget	\$2500.00
Subtotal: \$2,500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$26,000.00			

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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in the Reporting category of Number and Fractions for 3rd grade, Geometry and Measurement for 4th grade and Expressions, Equations and Statistics in 5th grade. Limited access to mathematics computer programs and manipulative may be considered a barrier to goal attainment.</p>	<p>1a.1. Develop an understanding of fractions and fraction equivalents; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Develop an understanding of area and determine the area of 2 dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a 3D object from a 2 dimensional representation and vice versa. Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p>	<p>1a.1. MTSS Team and Leadership Team</p>	<p>1a.1. Review computer assisted program reports to ensure students are making adequate progress. Conduct monthly grade level discussions to attain teacher feedback on the effectiveness of program utilization and adjust instruction as needed.</p>	<p>1a.1. Formative: CAP reports Summative: 2013 FCAT 2.0 Math assessment</p>		
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		Develop a net-book cart schedule to increase access to computer based programs including Success Maker, Reflex Math and Gizmos.					
Mathematics Goal #1a: The results of the 2011-2012 FCAT Math Test indicate that 40% (159) of students achieved level 3 proficiency. Our goal for the 2012-2013 school years is to increase level 3 student proficiency to 41% (163).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	40% (159)	41% (163)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<u>Mathematics Goal #1B:</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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. The level 4 and 5 students showed an area of deficiency in Geometry and Measurement as noted on the 2012 administration of the FCAT 2.0 Mathematics Test.</p> <p>The deficiency is due to limited classroom opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities.</p>	<p>2a.1. Students will be given opportunities for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams.</p> <p>Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume and surface area.</p>	<p>2a.1. Leadership Team</p>	<p>2a.1. Review ongoing classroom assessments that target application of the skills taught on a monthly basis and adjust instruction as needed.</p>	<p>2a.1. Formative: Monthly standards based assessments.</p> <p>Summative: 2013 FCAT 2.0 Math assessment</p>		

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<p>Mathematics Goal #2A:</p> <p>The results of the 2011-2012 FCAT Math Test indicate that 38% (151) of students achieved proficiency (level 4 and 5).</p> <p>Our goal for the 2012-2013 school year is to increase level 4&5 to 39% (155)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>38% (151)</p>	<p>39% (155)</p>					
		<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	
		<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>		
<p>Mathematics Goal #2B:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<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>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3a.1. As noted on the 2012 FCAT Mathematics Test administration, the percent of students making learning gains in math increase by 3%. The increase is due to teachers use and experience in differentiating mathematics instruction.</p> <p>Teachers will continue to provide students with opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities</p>	<p>3a.1. Utilize weekly basic skills assessment data to identify students who have not achieved mastery of concepts and provide targeted interventions to meet those needs.</p>	<p>3a.1. RTI Team, Administrative Team</p>	<p>3a.1. Review weekly basic skills assessments on a monthly basis to ensure progress is being made and adjust intervention as needed.</p>	<p>3a.1. Formative: Weekly basic skills assessment data reports</p> <p>Summative: 2013 FCAT 2.0 Math test</p>		

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<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The results of the 2011-2012 FCAT Mathematics Test indicate that 79% (210) of students made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students making learning gains in mathematics to 84% (223)							
	79% (210)	84% (223)					
		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.		
<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>							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4a.1. On the 2012 FCAT 2.0 Mathematics Administration, it was noted that the percent of students in the lowest 25% making learning gains increased by 5 percentage points.</p> <p>Classroom opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities should be continued with more frequency to maintain adequate progress with the lowest performing students.</p>	<p>4a.1. Utilize weekly assessment data to identify students who have not achieved mastery of concepts and provide targeted interventions to meet those needs.</p>	<p>4a.1. Administration, RTI Team</p>	<p>4a.1. Review intervention assessments on a monthly basis to ensure progress is being made and adjust intervention as needed.</p>	<p>4a.1. Formative: Bi-weekly assessment data reports; intervention assessments</p> <p>Summative: 2013 FCAT Math test</p>		

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<u>Mathematics Goal</u> <u>#4a:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p>The results of the 2011-2012 FCAT Mathematics Test indicate that 80% (56) of students in the lowest 25% made learning gains</p> <p>Our goal for the 2012-2013 school year is to increase the percent of students in the lowest quartile making learning gains in mathematics to 85% (60)</p>							
	80% (56)	85%(60)					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.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>86%</u>	78%	88%	90%	91%	92%	93%
<p><u>Mathematics Goal</u> #5A: Our goal is to increase the proportion of students scoring at levels 3 and above and to decrease the proportion of students scoring at levels 1 and 2 by 50% over 6 years using the 2011 FCAT Administration Score as the baseline year.</p> <p>In order to reach our goal we must increase the percent of students scoring at level 3 or higher from 78% to 88% on the 2013 FCAT Reading Test.</p>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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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.		
Mathematics Goal #5B: <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> 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.		
<u>Mathematics Goal #5C:</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>					
		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.2.
		5E.3.	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.	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>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
4. 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 #4: <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.	

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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 #5A:</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		
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.		
<u>Mathematics Goal #5C:</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>					
		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.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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.	

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.	1.1.	1.1.	1.1.	1.1.		
Algebra 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.	

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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 Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</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>					
		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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</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>					
		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						
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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
Success Maker	K-5	Lead Teacher	Grade K-5 Mathematics teachers	September 17, 2012	Interventions schedule; reports from computer assisted program	Administrative Team
Gizmos	3-5	Lead Teacher	Grade 3-5 Mathematics teachers	September 26, 2012	Grade level planning sessions; reports from computer assisted program	Administrative Team
Reflex Math	K-5	Lead Teacher	Grade K-5 Mathematics teachers	August 16, 2012	Grade level planning sessions; reports from computer assisted program	Administrative Team

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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
Goals 1-4	Reflex Math	School-Based Funding	\$3,000.00
Goals 1-4	Gizmos Math Program	School-Based Funding	\$1680.00
Subtotal: \$3,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Goals 1-4	Gizmo's Training	School-Based Funding	\$1500.00
Subtotal: \$1500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$6180.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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>1a.1. The area of deficiency according to 4 years of trend data has been Life and Nature of Science. Students need to develop higher order thinking skills in order to increase levels of proficiency.</p>	<p>1a.1. Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands on lab activities and classroom discussions to reinforce higher order thinking skills. Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesizes, data analysis, explanation of variables and experimental design in life science.</p>	<p>1a.1. Science Curriculum Team and Leadership Team</p>	<p>1a.1. Teams will review the results of school site assessment data to monitor student progress on a monthly basis and adjust instruction as needed.</p>	<p>1a.1. Formative: School site monthly assessments Summative: 2013 FCAT 2.0 Science test</p>		
<p>Science Goal #1a: On the 2012 Administration of the Science FCAT, 50% (75) of students achieved proficiency (FCAT Level 3). Our goal for the 2012-2013 school year is to increase the percent of students scoring achievement level 3 in science to 52% (78).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	50%(75)	52% (78)					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Science 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.	
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>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1 According to assessment data, students need additional opportunities to increase levels of proficiency specifically in the reporting category of Nature of Science.</p>	<p>2a.1. Identify students scoring 4 and 5 on the reading and mathematics portion of the FCAT and provide them with opportunities to develop independent, experimental and real world projects. Provide opportunities for all students to engage in project based learning that supports higher order thinking skills needed to achieve the highest levels of proficiency specifically in the reporting category of Nature of Science</p>	<p>2a.1. Leadership team, Science Liaison</p>	<p>2a.1. Projects will be reviewed quarterly using a rubric to be sure students are making progress and that adjustments are being made as necessary.</p>	<p>2a.1. Projects will be reviewed periodically using a rubric to be sure students are making progress and that adjustments are being made as necessary.</p>		
<p><u>Science Goal #2a:</u> On the 2012 Administration of the Science FCAT, 21% (31) of students scored above proficiency (FCAT Level 4 and 5). Our goal for the 2012-2013 school year is to increase the percent of students scoring levels 4 & 5 to 22% (32)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>21%(31)</p>	<p>22%(32)</p>					
		<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	

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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.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
Science Goal #2b: <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>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

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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>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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 Achievem						

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	ent						
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.	

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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
Gizmos	4-5	Lead Teacher	4 th and 5 th grade Science teachers	September 2012 – Ongoing	Grade-level planning sessions; reports from computer assisted programs	Administrative Team
PLC Focus: Hands-on approach to teaching Science concepts	K-5	Science Leader	K-5 Science Teachers	October 24, 2012	Classroom walk-thrus	Administrative Team

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
1.1	Hands on science kits and manipulatives	School-based budget	\$2,000.00
Subtotal: \$2,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
2.1	Gizmos Science and Math program	School-based funding	\$1,680.00

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Subtotal: \$1,680.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$3,680.00			

End of Science Goals

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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		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>Ia.1. On the 2012 Administration of the Writing FCAT, 90% (115) of students achieved adequate yearly progress in writing. However, only 26% were considered proficient according to the new standard score of 4.0-6.0. Limited professional development in instructional strategies for teaching mastery of the new higher standards in writing may impact our writing scores.</p>	<p>Ia.1. Students will participate in small group instruction with a focus on elaboration. Monthly writing assignments will be conducted to monitor writing progress. "Units of Study for Teaching Writing K-5" will be utilized in to assist with Writing instruction. Students will develop writing portfolios showcasing writing pieces centered on prewriting, drafting, revising, editing and publishing. After-school tutoring will be provided for small groups of students needing extra assistance with revision.</p>	<p>Ia.1. Literacy Leadership Team, Administrative Team</p>	<p>Ia.1. Review monthly writing assignments with teachers to ensure progress is being made and adjust intervention as needed. Monitor the implementation of "Writer's Workshop" in K-5 Language Arts classes.</p>	<p>Ia.1. Formative: Student's scores on monthly writing assessments Summative: 2013 FCAT Writing Assessment</p>		
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<p>Writing Goal #1a: On the 2012 administration of the Writing FCAT, 90% (115) of students achieved adequate yearly progress in writing.</p> <p>Our goal for the 2012-2013 school year is to increase the percent of students scoring 3.0 or higher to 91% (116)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>90%(115)</p>	<p>91%(116)</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p>Writing Goal #1B: <i>Enter narrative for the goal in this b</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Primary Pizzazz Writing Workshop	K-2	Melissa Forney	All K-2 Teachers	August 13, 2012	Review writing samples to monitor the effectiveness of writing instruction.	Leadership Team
Razzle Dazzle Writing Workshop	3-5	Melissa Forney	All Language Arts Teachers in 3-5	August 14, 2012	Review writing samples to monitor the effectiveness of writing instruction.	Leadership Team
Data Chats: Making instructional decisions based on student assessment outcomes	K-5	Lead Teacher, Grade Level Chairperson	School-wide	9/12/12, 10/17/12, 11/14/12, 12/12/12, 1/23/13, 2/20/13, 3/20/13, 4/10/13, 5/22/13	Review benchmark assessment data to measure progress correlated to the NGSSS Focus Calendars	Assistant Principal, 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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1.1	Melissa Forney's Primary Pizzaz and Razzle Dazzle	School-Based Budget	\$2,500.00
Subtotal: \$2,500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2,500.00			

End of Writing Goals

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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

<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>							
	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
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 Civics Goals

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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.	

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U.S. History Professional Development

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

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

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

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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

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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	1.1. Illnesses and HINI warnings may increase absences.	1.1. Maintain a clean environment throughout the school. Teach and emulate healthy choices and illness prevention strategies such as hand washing.	1.1. All Staff and Maintenance Team	1.1. Administrators will monitor school environment and instruction on illness prevention.	1.1. School-wide walkthroughs		
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Our goal for this year is to increase attendance to 97.32% by minimizing absences by creating a welcoming environment for our students. In addition, our goal for this year is to decrease the number of students with excessive absences and excessive tardiness by 5 percent.							
	97.32	98%					

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	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	3% (61)	3%					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>					
	1% (5)	0%					
		1.2. Our school's arrival area is easily impacted by traffic patterns in the surrounding residences.	1.2. Provide extended supervision time to students prior to the start of the school day to widen the arrival window.	1.2. Support Staff, Maintenance Team and Administration	Administrators will monitor tardy logs quarterly to ensure students are coming to school on time and meet to adjust the arrival supervision time as needed.	1.2. Attendance record results	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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.							

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5	Assistant Principal	K-5 Teachers and support staff	August 2012	Review of attendance records	School counselor and Administrative 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
Truancy Prevention	Provide incentives for students receiving perfect attendance in each quarter of the 2012-2013 school year	School-Based budget	\$200.00
Subtotal: \$200.00			
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
Additional Support Staff	Staff to provide morning supervision	School-based budget	\$1,728.00
Subtotal: \$1,728.00			

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Total: \$1,928.00			
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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. The total numbers of indoor and outdoor suspensions were significantly low. Maintaining such a small percentage of suspensions can be a challenge.	1.1. Continue to implement the Positive Behavior Incentive System, Character Development, and Conflict Resolution programs initiated by our School Counselor that focuses on positive student behavior and rewards students for doing the right thing.	1.1. School Counselor	1.1. Conduct classroom walkthroughs to promote Conflict resolution programs and monitoring of Office Discipline Referrals.	1.1. Conduct classroom walkthroughs and monitoring of Office Discipline Referrals and Conflict resolution programs.		
Suspension Goal #1: Our goal for the 2012 - 2013 school year is to maintain or decrease the total number of suspensions.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	<i>Enter numerical data for expected number of in-school suspensions</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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	0	<i>Enter numerical data for expected number of students suspended in-school</i>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	1	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	1	<i>Enter numerical data for expected number of students suspended out-of-school</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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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
Code of Student Conduct Review	K-5	School Counselor	School-Wide	PLC's: October 2012, January 2013, March 2013, May 2013	Review of suspension records	School Counselor and Administrative Team
Peer Mediation	K-5	School Counselor	School-Wide	PLC's: October 2012, January 2013, March 2013, May 2013	Student Participation records	School Counselor and Administrative Team

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			
Peer Mediators Training	Printing of training manual	School-Based Budget	\$50
Subtotal: \$50.00			
Total: \$50.00			
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>					

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with 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

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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	I.1. Maintaining a high percentage of parental involvement can be a challenge due to the limited number of school activities we can offer each year.	I.1. Increase opportunities for parents to volunteer through targeted planning of school activities. Assist our Parent As Liaisons (PALs) organization in its efforts to recruit parent volunteers by providing class incentives for 100% participation.	I.1. Administrative Team, Teachers and PALs Organization	I.1. Review of volunteer hour records and school activity plans to ensure effectiveness of strategy.	I.1. Volunteer Hours Record Sheets		

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Parent Involvement Goal #1: During the 2011-2012 school year the percent of parents who completed at least 30 volunteer hours was 75 % (562). Our goal for the 2012-2013 school year is to maintain or increase our 78% (585) percentage point of parental involvement.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	75% (562)	78% (585)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity 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
School Activities	K-5	Administrative Team	Grade Level Chairpersons	September 2012 – Ongoing	Maintain records of parental involvement in school activities	Administration

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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
1.1	Materials and Handouts	School-based budget	\$300.00
Subtotal: \$300.00			
Total: \$300.00			

End of Parent Involvement Goal(s)

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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: The goal for the 2012-2013 school year in the area of Science, Technology, Engineering and Math is to continue to implement programs such as Science Fair, SECME, and participation in our advanced academic curriculum. We will continue to encourage our students to participate in competition activities such as SECME and the Math Brain Bowl.	1.1. Students need more activities related to the integration of Science, Technology, Engineering and Mathematics Strategy.	1.1. Increase opportunities for authentic hands-on activities that integrate Science, Technology, Engineering and Mathematics. Increase participation in the Miami-Dade County Youth Fair Science Exhibition by promoting incentives such as free admission to the Fair .	1.1 Math and Science Professional Learning Community members. Administrators and Science Coach.	1.1 Participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl. Review the number of students who submit projects to the Fair and compare to the previous year's numbers.	1.1. Participation logs and competition results.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a						
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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science	K-5	Principal	Science PLC members	2012-2013 Monthly meetings	Monthly meeting minutes	PLC Chairperson
Math	K-5	Assistant Principal	Math PLC members	2012-2013 Monthly meetings	Monthly meeting minutes	PLC Chairperson

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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
1.1	Science Fair set-up	School-Based Funding	\$200.00
Subtotal: \$200.00			
Total: \$200.00			

End of STEM Goal(s)

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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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
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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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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.	

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Additional Goals Professional Development

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

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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)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$43,500.00
CELLA Budget	Total: \$4,000.00
Mathematics Budget	Total: \$6,180.00
Science Budget	Total: \$2,000.00
Writing Budget	Total: \$2,500.00
Civics Budget	Total: \$0.00
U.S. History Budget	Total: \$0.00
Attendance Budget	Total: \$1,928.00
Suspension Budget	Total: \$50.00
Dropout Prevention Budget	Total: \$0.00
Parent Involvement Budget	Total: \$300.00
STEM Budget	Total: \$200.00
CTE Budget	Total: \$0.00
Additional Goals	Total: \$60,658.00

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Grand Total: \$60,658.00

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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

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Encourage parental involvement by developing partnerships with local businesses that can assist in supporting school initiatives. Offer tutorial services to assist students who are not meeting standards in Reading and Mathematics. Monitor the implementation of the School Improvement Plan SIP through ongoing data analysis.

Describe the projected use of SAC funds.	Amount
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Funds to pay for tutors in Free after school tutoring program	\$ 1,950.00