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: Cornerstone Charter Academy K-8 and High School	District Name: Orange
Principal: Renee Pancoast, Ed.D.	Superintendent: Barbara Jenkins
SAC Chair: Doraine Melton	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Renee Pancoast, Ed.D.	BA-Elementary Education, M.Ed.-Exceptional Education, Ed.D.-Educational Leadership	4 months	17	Na
Assistant Principal	na	na	na	na	Na

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
K-5/Reading	Paula Downey	BA-Elementary Education, M.S.in Brain-Based Learning	2	3	Ms Downey serves as reading coach and has assisted teachers through multiple professional learning opportunities. CCA's K-8 charter grade improved from a B to an A. She is currently Lower Academy Administrator.
6-12/Science	Michelle Casey	BS-Biology, Master's in Curriculum and Instruction, National Board Certified	2	1	Ms. Casey serves as science coach for the PLTW program. She is currently Upper Academy Administrator.

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. Most candidates are recruited by current staff or recruited locally.	Principal	ongoing
2. Support teachers completing the Alternative Certification Program	Principal	ongoing
3. Provide tuition reimbursement to facilitate professional development and higher education.	Principal	ongoing
4.		

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Na	Na

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
51	5	28	11	7	16	100	6	1	7

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
Upper Academy Department Heads	Teachers < 2 years experience	Provide expertise in curriculum, strategies, assessment	Co-teaching, peer observations, weekly meetings and reflection
Lower Academy Team Leaders	Teachers < 2 years experience	Provide expertise in curriculum, strategies, assessment	Co-teaching, peer observations, weekly meetings and reflection

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

Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.   Principal, Upper and Lower Academy Administrators, ESE Resource Teacher, Staffing Specialist
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 leadership team meets weekly on Tuesdays from 9:00-10:00. Each member is assigned to a PLC and they meet every other week on Thursday from 2:45-3:45. The members provide examples of data-driven interventions for Tier2/3 activities and professional development for the faculty. Best practices for differentiating instruction will be provided, documentation, data collection and analysis.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The leadership team utilized their areas of expertise to develop the components of the SIP that will provide interventions to the students that could benefit from them.
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.   Accelerated Reader, FAIR, Edusoft Benchmark Testing, FCAT,CELLA
Describe the plan to train staff on MTSS.   District MTSS training-leadership first, then teachers, PLC professional development with ESE Resource teacher
Describe the plan to support MTSS.   Leadership team will meet with District MTSS coach quarterly and will meet during summer

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Principal, Lower Academy Administrator, Upper Academy LA teacher, ESE Resource teacher,
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   Will meet quarterly to plan and assess literacy activities for teachers and students
What will be the major initiatives of the LLT this year?   Reading and Writing across the curriculum-consistent literacy in all subject areas

Public School Choice

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

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

Teaching reading across the curriculum is a top priority. Department heads ensure that teachers within their departments include reading comprehension and vocabulary in their lesson planning.

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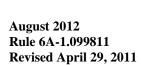
2012-2013 School Improvement Plan (SIP)-Form SIP-1

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: *Continue to achieve the maximum percentage of students scoring 3 or above in Reading.*	2012 Current Level of Performance:* *72%-3-8* *63%-9-10*	2013 Expected Level of Performance:* *78%-3-8* *68%-9-10*	1A.1. Students who scored at Level I and Level II on the FCAT Reading Section with special attention given to the low performing grades of 8, 9 and 10 now students in 9th, 10th and 11th grades.	1A.1. Provide an intensive reading class.	1A.1. (A) The School Literacy Leadership Team (B) Classroom Teachers (C) Instructional Coaches	1A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	1A.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, FLKRS, Ongoing Progress Monitoring, STAR Reading Assessment
			1B.2. Students who perform poorly on standardized tests and students taking the FCAT for the first time.	1B.2. Provide students with test taking strategies and instruction on the format of the FCAT.	1B.2. (A) The School Literacy Leadership Team (B) Classroom Teachers (C) Instructional Coaches	1B.2. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	1B.2. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, FLKRS, Ongoing Progress Monitoring, STAR Reading Assessment
			1B.3. Student coming from poor performing schools.	1B.3. Provide additional tutoring	1B.3. (A) The School Literacy Leadership Team (B) Classroom Teachers (C) Instructional Coaches	1B3. Data meetings with departments	1B.3. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, FLKRS, Ongoing Progress Monitoring, STAR Reading

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

							Assessment
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: Continue to achieve the maximum percentage of students scoring above proficiency	2012 Current Level of Performance:* *15%-3-5* *33%-6-8* *12 %-9-10*	2013 Expected Level of Performance:* *20%-3-5* *36%-6-8* *15%-9-10*	2A.1. Students who scored at Level III on the FCAT Reading Section.	2A.1. Provide students with test taking strategies and instruction on the format of the FCAT.	2A.1. LA PLC/Gifted teachers	2A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	2A.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, FLKRS, STAR Reading Assessment, EASYCMB.com
			2A.2. High achievers are not challenged	2A.2 Provide a well integrated Gifted Student Program.	2A.2. LA PLC/Gifted teachers	2A.2. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	2A.2. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, FLKRS, STAR Reading Assessment
			2A.3. High achievers are not engaged.	2A.3. Provide programs such as the AR program, vocabulary LINCing, Thinking Maps.	2A.3. LA PLC/Gifted teachers	2A.3. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	2A.3 The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, FLKRS, STAR Reading Assessment
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

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

Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Students who scored at Level I and Level II on the FCAT Reading Section with special attention given to the low performing grades of 8, 9 and 10 now students in 9th, 10th and 11th grades.	3A.1. Provide an intensive reading class.	3A.1. The School RtI/MTSS Leadership Team	3A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	3A.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCBM.com, FLKRS
Reading Goal #3A: All subject areas swill stress the importance of reading across the curriculum. The LLT will provide guidance and professional development.	2012 Current Level of Performance:* *78%-3-8 76%-9-10*	2013 Expected Level of Performance:* *80%-3-8 78%-9-10*					
			3A.2. Students who perform poorly on standardized tests and Students taking the FCAT for the first time.	3A.2. Provide test taking strategies.	3A.2. The School RtI/MTSS Leadership Team	3A.2. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	3A.2. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCBM.com, FLKRS
			3A3. Poor student attitudes towards reading.	3A3. Provide programs such as the AR program, vocabulary LINCing, Thinking Maps.	3A3. The School RtI/MTSS Leadership Team	3A3. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	3A.3. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCBM.com, FLKRS
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Students who scored at Level I and Level II on the FCAT Reading Section with special attention given to the low performing grades of 8, 9 and 10 now students in 9th, 10th and 11th grades.	4A.1. Provide an intensive reading class.	4A.1. (A)The School RtI /MTSS Leadership Team (B) Classroom Teachers (C) Instructional Coaches	4A1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	4A1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCBM.com, FLKRS
Reading Goal #4: *Students in lowest 25% will continue to make learning gains.*	2012 Current Level of Performance:* *.76%-both 3-8 and 9-10*	2013 Expected Level of Performance:* *78% of both 3-8 and 9-10.*					
			4A.2. Students who perform poorly on standardized tests and Students taking the FCAT for the first time.	4A.2. Provide an intensive reading class, practice sample tests	4A.2. (A)The School RtI /MTSS Leadership Team (B) Classroom Teachers (C) Instructional Coaches	4A.2. (A) Conduct quarterly practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers.	4A.2. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCBM.com, FLKRS
			4A,3. Poor student attitudes towards reading.	4A.3. Provide students with test taking strategies and instruction on the format of the FCAT.	4A.3. (A)The School RtI /MTSS Leadership Team (B) Classroom Teachers (C) Instructional Coaches	4A.3. Conduct quarterly assessments to monitor student progress.	4A.3. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCBM.com, FLKRS

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	<mark>57% will be reading at the proficiency target</mark>	<mark>61% will achieve at proficiency target rate</mark>	<mark>64% will score ate the rate of proficiency</mark>	<mark>68% will be reading at the targeted rate of proficiency</mark>	<mark>71% will read at targeted rate of proficiency</mark>	<mark>75% will score satisfactorily at targeted rate</mark>
Reading Goal #5A: All students will increase rate of proficiency in reading to 61%.							

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.Test-taking strategies	5B.1.School Leadership RtI/MTSS team Classroom teachers	5B.1.Benchmark testing	5B.1.FCAT,FAIR,FLKRS	
Reading Goal #5B: Black and Hispanic students will increase the percentage of their level 3's	2012 Current Level of Performance:* *Grades 3-5/6-8/9-10* White:24%/32% Black:59%/45% Hispanic:29%/32% Asian:na American Indian:na	2013 Expected Level of Performance:* *Grades 3-5/6-8/9-10/* White20,27% Black55,42% Hispanic:25,28% Asian: American Indian:						
			5B.2.	5B.2.Sample tests	5B.2.	5B.2.Practice tests	5B.2.	
			5B.3.	5B.3Intensive reading.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Students who scored at Level I and Level II on the FCAT Reading Section who belong to the identified subgroup: ELL.	5C.1. Teachers continue professional development training in English as a second language for use with ELL students.	5C.1. The School RtI /MTSS Leadership Team	5C.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	5C.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCMB.com, FLKRS
Reading Goal #5C: **ELL students will increase the percentage of level 3's**	2012 Current Level of Performance:* *28%-grades 3-5-1-2 levels* *43%-6-8*	2013 Expected Level of Performance:* *825%-grades 3-5.* *40%-6-8*					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Students who scored at Level I and Level II on the FCAT Reading Section who have disabilities.	5D.1. Teachers continue professional development training in awareness and providing the best possible instruction to SWD students.	5D.1. The School RtI /MTSS Leadership Team	5D.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	5D.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCMB.com, FLKRS
Reading Goal #5D: ESE students will increase the percentage of level 3 scores	2012 Current Level of Performance:* *28%-grades 3-5-1-2 levels.* *25%-6-8*	2013 Expected Level of Performance:* *25%-grades 3-5* *22%-6-8*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Reading Goal #5E: Students that are economically challenged with increase their scores from levels1/2 to level 3	2012 Current Level of Performance:* *24%-grades 3-5-level 1-2* *33%-6-8*	2013 Expected Level of Performance:* *20% grades 3-5* *30%-6-8*	5E.1 Students who scored at Level I and Level II on the FCAT Reading Section who are Economically Disadvantaged.	5E.1. Teachers continue professional development training in awareness and providing the best possible instruction to all students regardless of economical situations.	5E.1. The School RtI /MTSS Leadership Team	5E.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year.	5E.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, EASYCBM.com, FLKRS
			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 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
Common Core LA standards, Reading across the curriculum	K-5	Lower Academy Administrator and Lead teacher	PLC-Grade level teams	Early release-every other week	Lesson plans, peer observations, quarterly meetings	Lower Academy Administrator
Common Core LA standards , Reading across the curriculum	6-12	Upper Academy LA teacher and dept head	PLC-content area departments	Early release-every other week	Lesson plans, peer observations, quarterly meetings	Upper Academy Administrator

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
Renaissance Learning SW	AR Programs	PTSA	
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading Assessment	FAIR	Substitute/school based budget	
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
Expand classroom libraries of reading teachers and expand library with books that support common core	Reading lists and common core lists	School based budget/PTSA	
		Subtotal:	
		Total:	

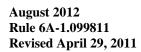*End of Reading Goals*

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

<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

* 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.		1A.1. No anticipated barriers	1A.1. Clarify and rephrase instructions	1A.1. Paula Downey	1A.1. Review CELLA results	1A.1. CELLA (Comprehensive English Language Learning Assessment)
<u>CELLA Goal #1:</u> *Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. We will increase our levels by 15%.*	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> <u>K-8 (78%) [32]</u> 9-12 (71%) [5]					
		1A.2. No anticipated barriers	1A.2. Recap ideas and points	1A.2. Paula Downey	1A.2. Review CELLA results	1A.2. CELLA (Comprehensive English Language Learning Assessment)
		1A.3. No anticipated barriers	1A.3. Simplify vocabulary	1A.3. Paula Downey	1A.3. Review CELLA results	1A.3. CELLA (Comprehensive English Language Learning Assessment)
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.		2A.1. Knowledge of vocabulary limited	2A.1. Teach essential vocabulary	2A.1. Paula Downey Classroom teachers	2A.1. Review CELLA results Data/team meetings PLC meetings Review FCAT data	2A.1. (Comprehensive English Language Learning Assessment) Teacher observation Performance assessment FCAT
<u>CELLA Goal #2:</u> *Students read grade-level text in English in a manner similar to non-ELL students. We will increase our levels by 15%.*	<u>2012 Current Percent of Students Proficient in Reading:</u> <u>K-8 (46%) [19]</u> 9-12 (57%) [4]					
		2A.2. School based reading coach not available	2A.2. Model comprehension strategies	2A.2. Paula Downey Classroom teachers	2A.2. Review CELLA results Data/team meetings PLC meetings Review FCAT data	2A..2. CELLA (Comprehensive English Language Learning Assessment) FCAT
		2A.3. No anticipated barriers	2A.3. Pre-reading activities	2A.3. Paula Downey Classroom teachers	2A3. Review CELLA results Data/team meetings PLC meetings Review FCAT data	2A.3. CELLA (Comprehensive English Language Learning Assessment) FCAT

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: Students write in English at grade level in a manner similar to non-ELL students. We will increase our scores by 10%.	2012 Current Percent of Students Proficient in Writing : K-8 (43%) [18] 9-12 (42%) [3]	2A.1. No anticipated barriers	2A.1. Teacher –modeled writing	2A.1. Classroom teachers	2A.1. Classroom walk-throughs	2A.1. CELLA (Comprehensive English Language Learning Assessment) FCAT Writing
		2A.2. No anticipated barriers	2A.2. Encourage bilingual dictionaries	2A.2. Classroom teachers	2A.2. Teacher observations	2A.2. CELLA (Comprehensive English Language Learning Assessment) FCAT Writing
		2A.3. No anticipated barriers	2A.3. Encourage bilingual dictionaries	2A.3. Classroom teachers	2A.3. Data meetings	2A.3. CELLA (Comprehensive English Language Learning Assessment) FCAT Writing

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades.	1A.1. Provide an intensive math class.	1A.1. Math PLC	1A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	1A.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #1A: *To achieve the maximum percentage of students scoring 3 or above*	2012 Current Level of Performance:* *70%-3-5*	2013 Expected Level of Performance:* *75%3-5*					
			1.A.2. Students who perform poorly on standardized tests such as the FCAT and EOC and students taking the FCAT for the first time.	1.A.2. Provide students with test taking strategies and instruction on the format of the FCAT and EOC.	1.A.2. Math PLC	1.A.2. (A) Conduct quarterly practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers.	1.A.2. Florida Department of Education FCAT Explorer
			1.B.3. Student coming from poor performing schools.	1B.3. Provide additional tutoring if necessary.	1.B.3. Math PLC	1.B.3. Conduct quarterly assessments to monitor student progress.	1.B.3. Florida Department of Education FCAT Explorer
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2.A.1. Students who scored at Level III on the FCAT Math Section	2.A.1. Provide students with test taking strategies and instruction on the format of the FCAT.	2.A.1. Gifted PLC	2.A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year.	2.A.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #2A: Students will increase their scores from 40%-50% at or above levels 4/5	2012 Current Level of Performance:* *40%-grades 3-5*	2013 Expected Level of Performance:* *50%-grades 3-5*					
			2.B.2. High achievers are not challenged.	2.B.2. Provide a well integrated Gifted Student Program.	2.B.2. Gifted PLC	2.B.2. Conduct quarterly assessments to monitor student progress.	2.B.2. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
			2.B.3. Poor student attitudes towards math.	2.B.3. Provide fun and proven programs such as Carnegie, problem solving strategies and use of manipulative	2.B.3. Gifted PLC	2.B.3. Conduct quarterly assessments to monitor student progress.	2.B.3. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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

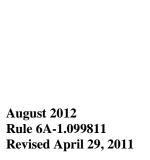## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3.A.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades.	3.A.1. Provide an intensive math class.	3.A.1. The School RtI/MTSS Leadership Team	3.A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	3.A.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #3A: Students will continue to make learning gains	2012 Current Level of Performance:* *75% 3-5*	2013 Expected Level of Performance:* *78%-3-5*					
			3.B.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades.	3.B.1. Provide an intensive math class.	3.B.1. The School RtI/MTSS Leadership Team	3.B.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	3.B.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: Students will continue to make gains in math	2012 Current Level of Performance:* *72%-3-5*	2013 Expected Level of Performance:* *75%-3-5*	4.A.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades.	4.A.1. Provide an intensive math class.	4.A.1. The School RtI /MTSS Leadership Team	4.A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	4.A.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
			4.A.2. Students who perform poorly on standardized tests such as the FCAT and EOC and Students taking the FCAT for the first time.	4.A.2. Provide students with test taking strategies and instruction on the format of the FCAT and EOC.	4.A.2. The School RtI/MTSS Leadership Team	4.A.2. (A) Conduct quarterly Practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers.	4.A.2. Florida Department of Education FCAT Explorer
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**55% will be proficient**	**58% will perform at proficient rate**	**63% will be proficient**	**66% will receive proficient rating**	**70% will be proficient**	**74% will perform at target rate**
Mathematics Goal #5A: All students will perform at 58% proficiency in Math for the school year 2012-2013.							

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: none	5B.1.Test-taking strategies	5B.1.Math PLC RtI/MTSS team	5B.1.Benchmark testing	5B.1.FCAT	
Mathematics Goal #5B: *Increase the percentage of Black and Hispanic students receiving level 3 in math.*	2012 Current Level of Performance:* *Grades 3-5-level 1-2* White:23% Black41%: Hispanic:35% Asian: American Indian:	2013 Expected Level of Performance:* *Grades 3-5* White:20% Black:38% Hispanic:32% Asian: American Indian:						
			5B.2.	5B.2.Intensive math class	5B.2.	5B.2. Practice tests	5B.2. EOC exams	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

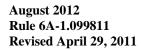| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Students who scored at Level I and Level II on the FCAT Math Section who belong to the identified subgroup: ELL.	5C.1. Teachers continue professional development training in English as a second language for use with ELL students.	5C.1. The School RtI /MTSS Leadership Team	5C.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	5C.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #5C: *Increase the percentage of ELL making level 3 in math.*	2012 Current Level of Performance:* *25%-grades 3-5-level 1-2*	2013 Expected Level of Performance:* *22%-grades 3-5*					
			5C.1. Students who scored at Level I and Level II on the FCAT Math Section who belong to the identified subgroup: ELL.	5C.1. Teachers continue professional development training in English as a second language for use with ELL students.	5C.1. The School RtI /MTSS Leadership Team	5C.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	5C.1 Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Students who scored at Level I and Level II on the FCAT Math Section who have disabilities.	5D.1. Teachers continue professional development training in awareness and providing the best possible instruction to SWD students.	5D.1. The School RtI /MTSS Leadership Team	5D.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	5D.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #5D: *Increase the percentage of ESE students receiving levels 3 in math*	2012 Current Level of Performance:* *28% grades 3-5-levels 1-2.*	2013 Expected Level of Performance:* *25% grades 3-5*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Students who scored at Level I and Level II on the FCAT Math Section who are Economically Disadvantaged.	5E.1. Teachers continue professional development training in awareness and providing the best possible instruction to all students regardless of economical situations.	5E.1. The School RtI Leadership Team	5E.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	5E.1 Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #5E: *Increase the percentage of economically disadvantaged students receiving level 3 in math*	2012 Current Level of Performance:* *22% grades 3-5- levels 1-2*	2013 Expected Level of Performance:* *20% grades 3-5.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades	1A.1. Provide students with test-taking strategies and instruction on the format of FCAT	1A.1. Math PLC	1A.1Review and compare student FCT results with state standards Conduct quarterly assessments Benchmark testing	1A.1. FCAT Explorer Benchmark testing EOC FCAT
Mathematics Goal #1A: Continue to achieve level 3 in math	2012 Current Level of Performance:* *39%- grades6-8.*	2013 Expected Level of Performance:* *43%-grades 6-8*					
			1A.2.	1A.2. Intensive math	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.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2.A.1. Students who scored at Level III on the FCAT Math Section	2.A.1. Provide students with test taking strategies and instruction on the format of the FCAT.	2.A.1. Gifted PLC	2.A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	2.A.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #2A: Continue to achieve levels 4/5 in math	2012 Current Level of Performance:* *17%-levels4/5*	2013 Expected Level of Performance:* *21%-levels 4/5*					
			2.A.2. High achievers are not challenged.	2.A.2. Provide a well integrated Gifted Student Program.	2.A.2. Gifted PLC	2.A.2. Conduct quarterly assessments to monitor student progress.	2.A.2. Florida Department of Education FCAT Explorer
			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.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades.	3A1. Provide an intensive Math class.	3A1. The School RtI/MTSS Leadership Team	3A1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	3A1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students will continue to a make learning gains in math	*75%-6-8.*	*77%-6-8*					
			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.
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

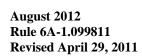## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: *Increase the number of students in lowest 25% making learning gains.*	2012 Current Level of Performance:* *70% -6-8.*	2013 Expected Level of Performance:* *73%-6-8.*	4A.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades.	4A.1. Provide an intensive Math class.	4A.1. The School RtI /MTSS Leadership Team	4A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	4A.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
			4A.2. Students who perform poorly on standardized tests such as the FCAT and EOC and Students taking the FCAT for the first time.	4A.2. Provide students with test taking strategies and instruction on the format of the FCAT and EOC.	4A.2. The School RtI /MTSS Leadership Team	4A.2. (A) Conduct quarterly Practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers.	4A.2. . Florida Department of Education FCAT Explorer
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	55%	58%	63%	66%	70%	74%
Mathematics Goal #5A: All students will achieve proficiency level in math at the rate of 58% in school year 2012-2013.							

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: none	5B.1.test-taking strategies	5B.1.RtI/MTSS team	5B.1.Benchmark testing EOC Practice tests Quarterly testing	5B.1.FCAT explorer Benchmark testing FCAT EOC	
Mathematics Goal #5B: Black and Hispanic students will continue to improve and increase their level of performance	2012 Current Level of Performance:* *Grades -68.* White:34% Black:36% Hispanic:52% Asian: American Indian:	2013 Expected Level of Performance:* White:30% Black:32% Hispanic:48% Asian: American Indian:						
			5B.2.	5B.2.sample tests	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Revised April 29, 2011

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1 Students who scored at Level I and Level II on the FCAT Math Section who belong to the identified subgroup: ELL.	5C.1 Teachers continue professional development training in English as a second language for use with ELL students.	5C.1 The School RtI/MTSS Leadership Team	**5C.1** (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year.	5C.1 Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #5C: ELL learners will continue to improve and increase their level of performance	2012 Current Level of Performance:* *Grades 6-8 33%.*	2013 Expected Level of Performance:* *30%*					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Students who scored at Level I and Level II on the FCAT Math Section who have disabilities.	5D.1. Teachers continue professional development training in awareness and providing the best possible instruction to SWD students.	5D.1. The School RtI /MTSS Leadership Team	5D.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	5D.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #5D: ESE students will continue to improve and increase their level of performance	2012 Current Level of Performance:* *40%-6-8*	2013 Expected Level of Performance:* *36%-6-8.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 Students who are Economically Disadvantaged lack the nutrition to concentrate on scholastics.	5E.1 Provide healthy free or reduced lunches to students who are Economically Disadvantaged.	5E.1 Cafeteria Manager and School RtI/MTSS Team	5E.1 Conduct quarterly assessments to monitor student progress.	5E.1 Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC
Mathematics Goal #5E: _Students that are economically disadvantaged will continue to improve and increase their levels._	2012 Current Level of Performance:* _44%-6-8._	2013 Expected Level of Performance:* _40%-6-8._					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Second year EOC exam in Algebra 1	1.1 Familiarize with objectives of EOC test	1.1.Algebra 1 teacher and Math department head	1.1.analysis of student success on chapter tests/ benchmark testing	1.1.Chapter tests/benchmark testing
Algebra 1 Goal #1: Increase achievement level on Algebra 1 EOC exam	2012 Current Level of Performance:* *50%*	2013 Expected Level of Performance:* *55%*					
			1.2. Algebra 1-computer-based test	1.2.	1.2.Algebra 1 teacher and Math department head	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 Algebra 1.			2.1. none	2.1. Provide challenging curriculum, differentiated instruction	2.1.Gifted PLC, Algebra 1 Honors teacher	2.1.Benchmark testing	2.1.EOC exam, quarterly assessments
Algebra Goal #2: **Increase the number of students receiving level 4/5**	2012 Current Level of Performance:* *11%.*	2013 Expected Level of Performance:* *15%*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							

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.Intensive math	3B.1.Math PLC RtI/MTSS team	3B.1.Benchmark testing, quarterly assessment	3B.1.EOC exam	
Algebra 1 Goal #3B: **Increase the proficiency levels for Blacks and Hispanic students**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White:42% Black:50% Hispanic:50% Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White:35% Black:40% Hispanic:40% Asian: American Indian:					
		3B.2.	3B.2.test-taking strategies	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.tutoring	3B.3.	3B.3.	3B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. none	3C.1.Intensive math	3C.1.Math PLC RtI/MTSS	3C.1.Benchmark testing, quarterly assessments	3C.1.EOC exams
Algebra 1 Goal #3C: Decrease the percentage of ELL students with level 1/2	2012 Current Level of Performance:* *39%.*	2013 Expected Level of Performance:* *35%.*					
			3C.2.	3C.2.test-taking strategies	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3tutoring	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. none	3D.1.Intensive math	3D.1.Math PLC RtI/MTSS	3D.1.Benchmark testing/quarterly assessments	3EOC examsD.1.
Algebra 1 Goal #3D: Increase the number of SWD receiving level 3's	2012 Current Level of Performance:* *41%.*	2013 Expected Level of Performance:* *35%.*					
			3D.2.	3D.2.test-taking strategies	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.tutoring	3D.3.	3D.3.	3D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Students of LES will not be as concerned with academic standards	3E.1.Teachers will continue to provide best possible instruction to all students regardless of economic status.	3E.1Cafeteria manager/RtI/MTSS team.	3E.1.Benchmark/quarterly assessments	3E.1.EOC exam
Algebra 1 Goal #3E: *Students that are economically disadvantaged will continue to improve and increase their levels..*	2012 Current Level of Performance:* *40%*	2013 Expected Level of Performance:* *37%*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Second year for Geometry EOC exam	1.1.Become familiar with objectives of EOC exam	1.1.Geometry teacher and math department head	1.1.analysis of student success on chapter tests in Geometry/benchmark testing	1.1.Chapter tests/Benchmark testing
Geometry Goal #1: 50% of students will receive level 3	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *50% will receive level 3*					
			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 Geometry.			2.1. CBT	2.1.Become familiar with test format on computer	2.1.Geometry teacher/math dept head	2.1.Benchmark testing/quarterly assessments	2.1.EOC exam/
Geometry Goal #2: 25% will receive 4/5	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *25% will receive 4/5*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		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**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						

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.
Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* 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.

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

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

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

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.
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning 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
Lesson Study	Algebra 1/Geometry	PLC Team leader	Algebra/Geometry teachers	During Algebra 1and Geometry PLC meetings	Minutes from PLC meetings	Math department head
Intervention strategies for ESE and ELL students	ALL	RtI/MTSS team-nStaffing and ESE Specialists	Math teachers	Team and Math Dept meetings	Minutes from Math meetings, lesson plans and Informal Observations	Team leaders and Math Dept heads
Collaboration using Common Formative Assessment Results	ALL	Math departmental teachers in elem and dept heads in upper school	Math teachers	PLC meetings	Minutes from PLC meetings	Upper and Lower School Administrators

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

<u>Mathematics Budget</u> (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
Evidence-based materials	Varied according to need	Curriculum Budget	TBD
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Interactive technology	Use of tablets, ActiVotes	Technology budget	TBD
Software program	Study Island	Technology budget	TBD
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson study	Time for collaboration and peer observations	Budget-(subs)	TBD
Intervention strategies	Professional development	na	na
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: Increase the percentage of students receiving level 3	2012 Current Level of Performance:* *63%-grades 5 and 8 average*	2013 Expected Level of Performance:* *68%-grades5 and 8 average*	1A.1 Students who scored at Level I and Level II on the FCAT Science Section with special attention given to the students in 5th, 8th and 11th grades.	1A.1 Provide an intensive science class.	1A.1 Science PLC	1A.1 (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	1A.1 Benchmark Testing Progress Book FCAT
			1A.2 Students who perform poorly on standardized tests such as the FCAT and EOC and students taking the FCAT for the first time.	1A2. Provide students with test taking strategies and instruction on the format of the FCAT and EOC.	1A2. Science PLC	1A2. (A) Conduct quarterly practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers.	1A2. Bookmark Testing Progress Book FCAT
			1A.3. Student coming from poor performing schools.	1A.3. Provide additional tutoring if necessary.	1A.3. Science PLC	1A.3. Conduct quarterly assessments to monitor student progress.	1A.3. Bookmark Testing Progress Book FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Students who scored at Level III on the FCAT Science Section	2A.1 Provide students with test taking strategies and instruction on the format of the FCAT.	2A.1 Gifted PLC	2A.1 (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing two times a year.	2A.1 Benchmark Testing Progress Book FCAT
Science Goal #2A: Increase the percentage of students receiving level 4/5	2012 Current Level of Performance:* .11%	2013Expected Level of Performance:* 15%s					
			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 science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

End of Elementary and Middle School Science Goals

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

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

* 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.
<u>Science Goal #1:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Science Goal #2:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			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

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Second year of EOC	1.1.Become familiar with objectives of EOC exam	1.1. Biology teacher, Science department head	1.1.analysis of student success on chapter tests/benchmark tests	1.1benchmark tests/EOC
Biology 1 Goal #1: 50% of students will receive a level 3	2012 Current Level of Performance:*	2013 Expected Level of Performance:* *50%.*					
			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.Computer based testing	2.1.Become familiar with CBT	2.1.Bio teacher/dpt head	2.1.	2.1.
Biology 1 Goal #2: 25% will score at levels 4/5	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *25% will score at levels 4/5*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Benchmark and Biology EOC Training	Science 9-12	Science Dept Head	Science PLC	Monthly meetings	Science Benchmark testing	Upper school Administrator
Science Cohort PLC	Science 6-12	Science Dept Head	Science PLC	Weekly meetings	Minutes from PLC meetings	Upper school Administrator

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
Science Fusion curriculum	Interactive curriculum	Grant	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Fusion		na	na
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Build-out of Upper School Science Labs	Variety of Science wet/dry lab equipment	Grant	
			Subtotal:
			Total:

End of Science Goals

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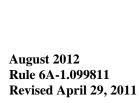
Writing Goals

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

<table>
<tr>
<th colspan="3">Writing Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3" rowspan="2">1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.

<u>Writing Goal #1A:</u>

To improve student performance at Level 3 or higher</td>
<td>1A.1
Students who scored at Level I and Level II on the FCAT Writing Section.</td>
<td>1A.1
Provide an intensive writing class.</td>
<td>1A.1
Literacy team</td>
<td>1A.1
(A) Review and compare student FCAT assessment results of Sunshine State Standards.
(B) Conduct quarterly assessments to monitor student progress.</td>
<td>1A.1
Department of Education Rubric Scoring System Testing
Progress Book
FCAT</td>
</tr>
<tr>
<td>1A.2.
Students who perform poorly on standardized tests and students taking the FCAT for the first time.</td>
<td>1A.2.
(A)Provide students with test taking strategies such as 6-Traits and Project CRISS.
(B) Follow the District Writing Plan and provide instruction on the format of the FCAT.</td>
<td>1A.2.
Literacy team</td>
<td>1A.2.
(A) Conduct quarterly practice assessments to monitor student progress.
(B) Provide a voluntary weekend test strategies' academy for low scorers.</td>
<td>1A.2. Writing Testing Progress Book FCAT</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1A.3.</td>
<td>1A.3.</td>
<td>1A.3.</td>
<td>1A.3.</td>
<td>1A.3.</td>
</tr>
<tr>
<td colspan="3" rowspan="2">1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

<u>Writing Goal #1B:</u>

<i>Enter narrative for the goal in this box.</i></td>
<td>1B.1.</td>
<td>1B.1.</td>
<td>1B.1.</td>
<td>1B.1.</td>
<td>1B.1.</td>
</tr>
<tr>
<td>1B.2.</td>
<td>1B.2.</td>
<td>1B.2.</td>
<td>1B.2.</td>
<td>1B.2.</td>
</tr>
</table>

Writing Goal #1A subtable:

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
4th-82% 8th-91% 10-89%.	4th-85% 8th-93% 10-92%

Writing Goal #1B subtable:

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*

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

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

Writing Professional Development

<table>
<tr><td colspan="7">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.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>PLC-Writing through the curriculum</td><td>K-5,6-12</td><td>Literacy team,Team leaders/Dept Heads</td><td>All teachers</td><td>PLC meetings-monthly</td><td>Minutes, lesson plans, informal observations</td><td>Principal, Administrators</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Writing Budget (Insert rows as needed)

<table>
<tr><td colspan="4">Include only school-based funded activities/materials and exclude district funded activities/materials.</td></tr>
<tr><td colspan="4">Evidence-based Program(s)/Materials(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td>WRITE TRACK</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td>Subtotal:</td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td>Progress Monitoring-Writing Prompts-FCAT Writing Rubric</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td>Subtotal:</td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td>WRITE TRACK Consultant</td><td>Inservice</td><td>PD budget</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td>Subtotal:</td></tr>
<tr><td colspan="4">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

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

	Subtotal:
	Total:

End of Writing Goals

DRAFT

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

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	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 Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

U.S. History Professional Development

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

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

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

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

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

Attendance Goal(s)

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

Attendance Goal(s)				Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance				1.1.Excessive parental excuses and lack of adherence and support for guidelines.	1.1Communicate to all school stakeholders the 2012-2013 Attendance Procedures using a variety of methods-website, Open Hose, Meet the Teacher,Chronicle, periodic emails.	1.1.Dean and Attendance Team	1.1. Matrix of interventions, referrals to counselors and social workers	1.1.EDW and summary of attendance interventions
Attendance Goal #1: School's average daily attendance rate will increase from 94.99% to at least 97%.	2012 Current Attendance Rate:* *94.99%-K-12*	2013 Expected Attendance Rate:* *97%*						
	2012 Current Number of Students with Excessive Absences (10 or more) *280/1100*	2013 Expected Number of Students with Excessive Absences (10 or more) *250*						
	2012 Current Number of Students with Excessive Tardies (10 or more) *100/1100*	2013 Expected Number of Students with Excessive Tardies (10 or more) *80*						
				1.2.	1.2.	1.2.	1.2.	1.2.
				1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
N/A						

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
Communication	Website, newsletter, attendance contracts	budget	
			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 Attendance Goals

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

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

Suspension Goal(s)

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 Suspension Goal #1: *Reduce the number of ISS/OSS while maintaining school safety.*	2012 Total Number of In –School Suspensions *60* 2012 Total Number of Students Suspended In-School *40* 2012 Total Number of Out-of-School Suspensions *53* 2012 Total Number of Students Suspended Out- of- School *46*	2013 Expected Number of In- School Suspensions *50* 2013 Expected Number of Students Suspended In -School *30* 2013 Expected Number of Out-of-School Suspensions *40* 2013 Expected Number of Students Suspended Out- of-School *35*	1.1. No knowledge of OCPS code of Conduct or Cornerstone Discipline Policies	1.1.During the first week of school and then on a quarterly basis, teacher reviews code of conduct and disciplinary policies and the consequences for not following them Compile a list of students with discipline issues and have Dean check in with them periodically Complete and monitor behavioral contracts	1.1. Principal, Administrators, Dean	1.1.Administrative Discipline team meets weekly to share data and discuss possible solutions to improve student achievement and behavior.	1.1.EDW suspension data and suspension reports
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline training-OCPS	K-12	Dean	Dean	Quarterly	Principal/Administrators will meet and disseminate information	Administrative Discipline Team
Positive Behavior Training	K-12	Dean	K-12 teachers	Monthly	Minutes of meetings	Administrative Discipline 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
na			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
na			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
na			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
na			
			Subtotal:
			Total:

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: Continue to maintain high graduation rate *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *1%* 2012 Current Graduation Rate:* *99.9%.*	2013 Expected Dropout Rate:* *0%* 2013 Expected Graduation Rate:* *100%.*	1.1.na	1.1.Continue to provide engaging instructional and extra-curricular activities to keep students connected to our school.	1.1.Principal,Guidance Counselor, Dean, Upper School Administrator	1.1.100% graduation rate	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.New families have no knowledge of Parent Involvement requirement	1.1.Explain requirement during app process, letter of agreement, restate policy, provide opportunities via web, implement policies throughout year	1.1.Administrators and Volunteer and Activities Coordinator	1.1. Assess and monitor through STOP program	1.1.ADDitions and STOP program
Parent Involvement Goal #1: . **Achieve the maximum percentage of parental involvement.**	2012 Current Level of Parent Involvement:* *95%*	2013 Expected Level of Parent Involvement:* *97%.*					
			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
na						

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: To implement a successful STEM program that will focus on Biomedical sciences. The program will be designed to increase student interest in STEM careers and post- secondary STEM programs of study.	1.1. Student interest, trained faculty, monetary resources, new program	1.1.To become a certified Project Lead the Way School	1.1.Michelle Casey and Lucinda Coder	1.1.EOC results from PLTW exams, student career surveys	1.1.EOC results, surveys
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM conference	Upper School	Math and Science Dpt heads	Math and Science PLC	Conference December 6-7, 2012	Provide Professional Development for Math and Science teachers K-12	Upper School Administrator
PLTW conference	Upper School	Science Dpt head	Math and Science PLC	Conference January, 2013	Provide Prof Dev for Math/Science K-12	Upper School Administrator

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

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Equip all PLTW students with computers	netbooks	Technology budget	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
	STEMConference	PD budget	
	PLTW Conference	PD budget	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Two Science Labs	2 fully-equipped wet/dry labs	Completion of start-up grant	$75,000
			Subtotal:
			Total:

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Will provide career education to upper school students to increase college and career readiness	1.1.Students indecisive about their career future	1.1.Use career education curriculum in MS and testing,education, surveys-for HS students to determine strengths, interests, skills for career choices	1.1.Guidance counselor	1.1. Students choosing colleges that support their career interests and choices	1.1.Number of students that utilize Student Success Center
	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						
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
Top careers for young people	8-12	GC	Career Interest PLC	Meet monthly	Monthly minutes	Guidance counselor
Investigate AVID program	9-12	Upper School Administrator/ GC	Upper School Teachers	Routine meetings and visits to schools with AVID program	Reports	US Admin/GC

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

<u>**Additional Goal(s)**</u>

* 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 <u>Additional Goal #1:</u> Increase Fine Arts Enrollment	*2012 Current Level :** *Grades 6-12 students enrolled in art, drama, band, chorus-*	*2013 Expected Level :** *Grades 6-12 students enrolled an art, drama, band, chorus-*	1.1.New music program, limited resources ,lack of interest	1.1. Promote new upper school music program-concerts	1.1.Fine Arts Department Head, Music Teacher	1.1.Added enrollment in Band and Chorus	1.1.Adding more Music elective, Having full-time music program
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

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
To provide music department with needed equipment to promote and grow program	Music, instruments, choral and band equipment	Fund-raising	
			Subtotal:
			Total:

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:15,000

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? **X**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.

X 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.
Support the School Improvement Plan Support the needs of the School Assist in the School Accreditation preparation visit

Describe the projected use of SAC funds.	Amount
Wherever the projected needs are	

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