Updated January 30, 2013

FLORIDA DEPARTMENT OF EDUCATION

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: Alturas Elementary	District Name: Polk
Principal: Chuck Pemberton, Jr.	Superintendent: Dr. Nickell
SAC Chair: Susan Donahue	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.

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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	Mr. Charles Pemberton, Jr.	B.A Elementary Education M.Ed. Educational Leadership School Principal	2	9	Assistant Principal of Stephens Elementary 2008-2010 **2009 (**AYP**)** Reading Proficient Level-59% Math Proficient Level-52% Writing Proficient Level-94% **2009 School Grades** School Grade-B Reading Proficient Level-67% Math Proficient Level-57% Writing Proficient Level-94% **2010 (AYP)** Reading Proficient Level-54% Math Proficient Level-63% Writing Proficient Level-76% **2010 School Grades** School Grade-D Reading Proficient Level-58% Math Proficient Level-67% Writing Proficient Level-76% **Alturas Elementary** **2011 (AYP)** School Grade C Reading Proficient Level- 60% Math Proficient Level- 48% Writing Proficient Level- 94% **Alturas Elementary** **2012 (AYP)** School Grade D Reading Proficiency Level 38% Math Proficiency Level 34% Writing Proficiency Level 81% Science Proficiency Level 26%
Assistant Principal	Julie Sloan	**B.A. Elementary Education, 1-6.** **M.Ed. Educational Leadership**	9	1	**2009 (AYP)** Reading Proficient Level-66% Math Proficient Level- 56% Writing Proficient Level- 95% **2009 (School Grades)**

					School Grade - A Reading Proficient Level-72% Math Proficient Level-61% Writing Proficient Level-94% Science Proficient Level-58% **2010 (AYP)** School Grade C Reading Proficient Level- 58% Math Proficient Level- 53% Writing Proficient Level- 95% **2011 (AYP)** School Grade C Reading Proficient Level- 60% Math Proficient Level- 48% Writing Proficient Level- 94% **<u>Alturas Elementary</u>** **2012 (AYP)** School Grade D Reading Proficiency Level 38% Math Proficiency Level 34% Writing Proficiency Level 81% Science Proficiency Level 26%

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Angela Marbutt	BA-Elementary Ed. M.Ed.-Educational Leadership Elementary 1-6 Middle Grades 5-9 ESE K-12 Ed. Leadership K-12 Reading Endorsement ESOL Endorsement	0	7	Boone Middle School 2011-2012: F, (LFS Coach) 33% Reading, 50 Gain points in reading, 44% Gains in bottom quartile; 26% Math, 51 Gain points in math, 59% Gains in bottom quartile, 17% Science, 67% Writing Boone Middle School 2010-2011: D (Reading AIF) 45% Reading, 58% Gains, 66% Gains in bottom quartile; 35% Math, 57% Gains, 67% Gains in bottom quartile; 24% Science, 72% Writing
Math	Antonio Santos	BS Health Care Administration/ Elem Ed K-6 & Middle Integrated 5-8	4	0	

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Alturas Elementary believes that high-quality, highly qualified teachers will positively impact the academic success of our students. There is a strong emphasis on recruiting teachers who have high expectations for and understand the needs of Alturas' diverse student population.	Principal Assistant Principal	On-going
2. New teachers are mentored and provided training to assist them in their roles as leaders for our students and parents.	Principal Assistant Principal	May 2013

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Every effort is made to provide new teachers with needed support in getting classroom materials and resources. Every effort is made to foster a team atmosphere where decisions are made together.		
3.		
4.		

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	0

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
27	8% (2)	23% (6)	49% (13)	23% (6)	19% (5)	100% (27)	8% (2)	15% (4)	56% (15)

Teacher Mentoring Program/Plan

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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
Lori May	Jason Howell	NBCT	Bi-monthly meetings

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<u>Additional Requirements</u>

*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 1, Part A, funds school-wide services to Alturas Elementary. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title 1 Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant students enrolled in Alturas Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D
Title II Application for Title II grant will be applied for and money received will pay for teachers to have planning days to plan LFS lessons using Common Core Standards and NGSSS.
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs
Housing Programs

Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Mr. Pemberton, Mrs. Sloan, Mr. Chance, Mr. Stinson, K-2 teacher, Grade 3-5 teacher, Mrs. May, Mrs. Weinreich,

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

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The PS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

o   Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

o   Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for school, teacher and student improvement.

o   Facilitate the process of building consensus, increasing infrastructure (organize interventions into tiers based on the resources available at Alturas) and making decisions about implementation.

o   Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

o   Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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 MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data is gathered through August and September. Discovery data is processed through the Discovery Education.   Kindergarten, First Grade, and Second Grade data is gathered for the SBAR. First and Second Grade instructional data is gathered from the previous year SAT 10. Third through Fifth Grade instructional data is gathered from the previous year's FCAT scores. Progress Monitoring data is gathered mid-year and toward the end of the year. Discovery data is processed twice more through the Discovery Education. Kindergarten, First, and Second Grade data is gathered for the SBAR every nine weeks. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by curriculum based probes, Quick Reads, fluency checks, etc. Diagnostic Assessment data is gathered through the Discovery, ERDA, and DAR End of Year data is gathered through Discovery, SAT 10, FCAT, and SBAR. Data is discussed and analyzed at least monthly at the PS/RtI Leadership Team Meetings.
Describe the plan to train staff on MTSS. The MTSS Leadership Team will evaluate additional staff professional learning needs during the monthly MTSS professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The MTSS Overview will be provided in mid-August/September. The District has five other mini-modules that will be provided throughout the year.
Describe the plan to support MTSS. The leadership team will meet with the MTSS team and review data on a monthly basis. The teams will make decisions based off of data and instructional needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The members of the LLT are Mr. Chuck Pemberton (Principal), Mrs. Julie Sloan (Assistant Principal), Mrs. Lori May (Title 1 Resource), Mrs. Lisa Comparato (teacher), Ms. Jan Edwards (teacher)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership team shall meet once a month. The team will focus on core in the 120 minute block, interventions, and iii. The team will also focus on authentic literacy practices.
What will be the major initiatives of the LLT this year? Strengthening the core instruction within the 120 minute Reading Block.

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

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Elementary Title I Schools Only: Pre-School Transition

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

In the spring of 2013, Alturas will host a Kindergarten Round Up. Flyers will be sent to local area preschools and placed around the community to advertise the event. During the event, future Kindergartners and their parents will receive important information on SBAR, Common Core and other curriculum info. Parents and students will be taken on a tour of the school, visit Kindergarten during Reading Block, listen to a story in the media center, and go through the lunch line for a snack. Time will be provided for parents to complete paper work and ask questions while the students get to interact with the staff.

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

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

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: To increase the number of students achieving proficiency (Level 3) by 6 % in each grade level.	2012 Current Level of Performance:* *Grade 3 17 % (10)* *Grade 4 13% (7)* *Grade 5 11% (6)*	2013 Expected Level of Performance:* *Grade 3 23% (14)* *Grade 4 19% (10)* *Grade 5 17% (9)*	1A.1. Limited vocabulary exposure	1A.1. While implementing LFS strategies, the teacher will follow the K-12 reading plan using both the curriculum reading maps and core materials. Focus on implementing with fidelity LFS vocabulary and summarizing strategies, extended reading passages and on grade level instruction and assignments. Implement Text Coding Incorporate Poetry lessons into the Reading Block Incorporate nonfiction books into the reading block	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			1A.2. Many teachers lack the knowledge of high yield instructional practices done with fidelity. Train teachers and implement Authentic Literacy Practices	1A.2. School improvement trainings facilitated by Eileen Castle.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1	1B.1. .	1B.1.	1B.1.	1.

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Reading Goal #1B: . n/a	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			1B.2..	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Lack of higher order thinking skills.	2A.1. 1B.1. While implementing LFS strategies, the teacher will follow the K-12 reading plan using both the curriculum reading maps and core materials. Focus on LFS vocabulary and summarizing strategies, extended reading passages and on grade level instruction and assignments. Implement Text Coding Incorporate Poetry lessons into the Reading Block Incorporate nonfiction books into the reading block	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Reading Goal #2A: To increase the number of students achieving above proficiency (Levels 4 & 5) by 6 % in each grade level	2012 Current Level of Performance:* *3rd Grade 24% (14)* *4th Grade 21% (11)* *5th grade 17% (10)*	2013 Expected Level of Performance:* *3rd Grade 30% (18)* *4th Grade 27% (14)* *5th Grade 23% (13)*					
			2A.2. Students reading at or above grade level are not being challenged to maintain or increase proficiency.	2A.2. Teacher will provide increasingly complex text for extended and close reading activities with scaffolding strategies to meet student's needs. Incorporate Writing in Response to Literature.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area

		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: **n/a**	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.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Students reading below grade level are not being challenged to progress to grade level standard.	3A.1. Teacher provides grade level text for extended and close reading activities with scaffolding, including utilizing CISM. Implement with fidelity the LLI program, Leveled Literacy Interventions Incorporate Poetry lessons into the Reading Block Incorporate nonfiction books into the reading block	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Reading Goal #3A: *To increase the number of students making learning gains by 5%.*	2012 Current Level of Performance:* *3rd – 5th grade 51% (84)*	2013 Expected Level of Performance:* *3rd – 5th grade 60% (99)*					
			3A.2. Students have limited incoming vocabulary and experience to word attack skills.	3A.2. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading),authentic realia, compare/contrast objects, use of a variety of questioning techniques and level of complexity. Title 1 instructional para to work with targeted students.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Students reading below grade level are not being challenged to progress to grade level standard.	4A.1. Teacher provides grade level text for extended and closed reading activities with scaffolding. Teachers will utilize LLI, SRA, or Voyager kits to provide interventions	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Reading Goal #4A: *To increase the number of students in the lowest 25% making learning gains in reading by 9%.*	2012 Current Level of Performance:* *56%*	2013 Expected Level of Performance:* *65%*					
			4A.2. Students have limited incoming vocabulary and experience to word attack skills.	4A.2. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading),authentic realia, compare/contrast objects, use of a variety of questioning techniques and level of complexity. Implement with fidelity the LLI program, Leveled Literacy Interventions	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: N/A *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.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 68%	Goal: 70.7% proficient Achieved: 38%	Goal: 73.4% Addendum: Because of the drop in percent proficient for the 2011-2012 school year, the goals have been recalculated: Goal: 50%	Goal: 76.1% Goal: 59%	Goal: 78.8% Goal: 68%	Goal: 81.5% Goal: 77%	Goal: 84.2
Reading Goal #5A: **To reduce the Achievement Gap by 2.7% each year for the next six years.**							

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. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level.	5B.1. Teachers connect to students' prior knowledge and build background prior to instruction. Student opportunities for journaling. Teacher builds rapport with students; teachers build a relationship of mutual respect with students.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area	
Reading Goal #5B: *To decrease the number of students not making satisfactory progress in reading by 10%.*	**2012 Current Level of Performance:*** White: 53% (58) Black: 78% (11) Hispanic: 58% (29) :	**2013 Expected Level of Performance:*** White: 43% (47) Black: 68% (10) Hispanic: 48% (24)					
		5B.2. Students have difficulty making connections to the content. Some teachers rarely communicate what students will know and be able to do at key points throughout the lesson.	5B.2. Connections are built between lessons. Teachers communicate to students what students will know and be able to do within each lesson. Teachers convey relevance of each lesson. Apply the EATS/acquisition lesson design with fidelity and high quality. Establish and communicate learning goals to students.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area	

			Use student learning maps appropriately with students throughout each unit of study.			
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5B.2. Students have difficulty making connections to the content. Some teachers rarely communicate what students will know and be able to do at key points throughout the lesson.	5B.2. Connections are built between lessons. Teachers communicate to students what students will know and be able to do within each lesson. Teachers convey relevance of each lesson. Apply the EATS/acquisition lesson design with fidelity and high quality. Establish and communicate learning goals to students. Use student learning maps appropriately with students throughout each unit of study.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Reading Goal #5C: *To decrease the number of ELL students not making satisfactory progress in Reading by 20%.*	2012 Current Level of Performance:* *93% (14)*	2013 Expected Level of Performance:* *73% (11)*					
			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.			5B.2. Students have difficulty making connections to the content. Some teachers rarely communicate what students will know and be able to do at key points throughout the lesson.	5B.2. Connections are built between lessons. Teachers communicate to students what students will know and be able to do within each lesson. Teachers convey relevance of each lesson.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Reading Goal #5D: *To decrease the number of students not making satisfactory progress in Reading by 10%*	2012 Current Level of Performance:* *88% (14)*	2013 Expected Level of Performance:* *78% (12).*					

				Apply the EATS/acquisition lesson design with fidelity and high quality. Establish and communicate learning goals to students. Use student learning maps appropriately with students throughout each unit of study.		Daily classroom walk throughs Informal observations Formal observations	

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.			5B.2. Students have difficulty making connections to the content. Some teachers rarely communicate what students will know and be able to do at key points throughout the lesson.	5B.2. Connections are built between lessons. Teachers communicate to students what students will know and be able to do within each lesson. Teachers convey relevance of each lesson. Apply the EATS/acquisition lesson design with fidelity and high quality. Establish and communicate learning goals to students. Use student learning maps appropriately with students throughout each unit of study.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Reading Goal #5E: *TO decrease the number of students not making satisfactory progress in reading by 10%*	2012 Current Level of Performance:* *64% (94)*	2013 Expected Level of Performance:* *54% (79)*					
			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	PD Participants (e.g., PLC, subject, grade level,	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	or school-wide)	meetings)		
Reading in the Content Areas	k-5	Reading AIF	PLC's with each grade level	September-May	Lesson plans and observations	Reading AIF, Assistant Principal
Close Reading	k-5	Title 1 Facilitator	School wide PD	August 2012	Lesson plans and observations	Title 1 Facilitator, Reading AIF, Assistant Principal
Best Practices	k-5	Reading AIF	School wide PD and Plc's with each grade level	October-May	Lesson plans and observations	Reading AIF, Assistant Principals

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
Small group interventions with Para	Para will provide small group interventions with targeted students	Title 1	$25,242.00
Reading AIF	AIF will provide coaching, modeling, and strategies to teachers	District Title 1	$0.00
			Subtotal: $25,242.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Fast Forword	Computer based program with targeted students	District ESE Funding	
			0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading strategies	AIF will provide strategies and inservices on best reading practices	District Title 1 funding	
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
SRA Reading Mastery	SRA Reading Mastery Kits	Title 1 Instructional	5,000.00
			Subtotal: $5,000.00
			Total: $30,242.00

End of Reading Goals

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<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. <u>CELLA Goal #1:</u> *To increase the number of students scoring proficient by 5%.*	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> *40% (2)*	1.1. Students have limited incoming vocabulary and experience with word attack.	1.1. stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read alouds and shared reading), authentic realia, compare and contrast objects, use a variety of questioning techniques, and levels of complexity.	1.1. ELL para Administration	1.1. classroom walk throughs and lesson plans	1.1. CELLA test, Discovery
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. <u>CELLA Goal #2:</u> **To increase the number of students scoring proficient by 5%.**	<u>2012 Current Percent of Students Proficient in Reading:</u> *40% (2)*	2.1. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level.	5B.1. Teachers connect to students' prior knowledge and build background prior to instruction. Student opportunities for journaling. Teacher builds rapport with students; teachers build a relationship of mutual respect with students. Reading Back Packs	5B.1. Administration Reading AIF	5B.1. Analyzing Discovery Data during PLC's. Classroom Observations and walk throughs Title 1 assessments Grade Level Articulation meetings Delivery of the Instructional Focus Lessons Implementation of Kagan and Thinking Maps	5B.1. . Discovery Progress Monitoring passages Discovery Classroom observations Student work samples
		2.2.	2.2.	2.2.	2.2.	2.2.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: *To increase the number of students scoring proficient by 5%*	2012 Current Percent of Students Proficient in Writing : *20% (1)*	1A.3. Students writing below grade level are not being challenged to progress to grade level standards.	1A.3. Review current writing curriculum's strengths and weaknesses. Review 2012 Anchor Sets, Rubric, Calibration Guide, and Florida Writes Q & A released by FLDOE.	1A.3. Principal, Assistant Principal	1A.3. . A school wide method of saving student work will be established for the assistant principal to monitor weekly. Grade Level Articulation meetings Implementation of Kagan and Thinking Maps Title 1 assessments Classroom Observations	1.1. 1A.31A.2. 1.2. Ongoing Assessments Lesson Plans Classroom observations and walk throughs .
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
ELL para provides small group instruction	ELL para	District funded	
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $0.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Teachers need to connect each Math objective to prior knowledge and convey relevance.	1A.1. Utilize LFS strategies and refer to LEQ. Improve Direct Instruction and Strategies in the Math Block. Extend Math Block to 90 minutes	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Mathematics Goal #1A: To increase the number of students achieving proficiency (level 3) by 6% in each grade level.	2012 Current Level of Performance:* 3rd: 24% (14) 4th: 18% (9) 5th: 11% (6)	2013 Expected Level of Performance:* 3rd: 30% (18) 4th: 24% (12) 5th: 17% (10)					
			1A.2. Teachers need to consistently deliver Math lessons that include collaborative structures, distributed practice and summarizing.	1A.2. Eileen Castle school improvement PLC's	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			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.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Teachers need to provide extensive opportunities for both application and integration of Math	2A.1. Utilize progress monitoring to identify students that need enrichment.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments	1A.1. Discovery Assessments

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Mathematics Goal #2A: To increase the number of students achieving above proficiency by 6%	3rd: 13% (8) 4th: 20% (10) 5th: 12% (7)	3rd: 19% (11) 4th: 26% (13) 5th: 18% (10)	learning and take into account the needs of all the students.			Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	Common Assessments Aggregated data by teacher, grade level, and subject area
			2A.2. Teachers utilize frequent writing in authentic manner to respond to new learning.	2A.2. Teacher will incorporate non-fiction, concept related, reading and writing assignments in Math class Incorporate Writing to Achieve Strategies and writing across the content areas.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			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 n/a	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.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Teachers utilize frequent writing in authentic manner to respond to new learning.	3A.1. Teacher will incorporate non-fiction, concept related, reading and writing assignments in Math class . Improve Direct Instruction and Strategies in the Math Block. Extend Math Block to 90 minutes	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Mathematics Goal #3A: To increase the number of students achieving learning gains by 9%. / **2012 Current Level of Performance:** 52% (90) / **2013 Expected Level of Performance:** 61% (106).	3A.2. Teachers need to consistently deliver Math lessons that include collaborative structures, distributed practice and summarizing.	3A.2. Eileen Castle school improvement PLC's	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
	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: n/a / **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.					

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4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Teachers need to consistently deliver Math lessons that include collaborative structures, distributed practice and summarizing.	4A.1. . Eileen Castle school improvement PLC's Improve Direct Instruction and Strategies in the Math Block. Extend Math Block to 90 minutes	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Mathematics Goal #4A: To increase the number students in lowest 25% making learning gains by 9%	2012 Current Level of Performance:* 51% ( )	2013 Expected Level of Performance:* 60% ( )			

	4A.2. Teachers need to build connections between Math curriculum and students to daily life.	4A.2. Use progress monitoring tools to identify students who need additional support and determine if interventions are working.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
	4A.3. differentiation	4A.3.	4A.3.	4A.3.	4A.3.

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *n/a*	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.*			

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

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5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 56%	Goal: 59.7%	Goal: 63.4%	Goal: 67.1%	Goal: 70.8	Goal: 74.5	Goal: 78.2
Mathematics Goal #5A: To reduce the achievement gap by 3.7% each year from 2011-12 through 2016-17.		Achieved: 34%	Addendum: Because of the percent proficient for the 2011-12 school year, the goals have been recalculated: Goal: 46%	Goal: 55%	Goal: 64%	Goal: 73%	

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.** Mathematics Goal #5B: *To decrease the number of students not making satisfactory progress in math by 10%.* 2012 Current Level of Performance:* White: 59% (64) Black: 93% (13) Hispanic: 64% (32) 2013 Expected Level of Performance:* White: 49% (53) Black: 83% (11) Hispanic: 54% (27)	Teachers need to consistently deliver Math lessons that include collaborative structures, distributed practice and summarizing.	. . Eileen Castle school improvement PLC's	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
	4A.2. Teachers need to build connections between Math curriculum and students to daily life.	. Use progress monitoring tools to identify students who need additional support and determine if interventions are working.	. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area	5B.2. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			Teachers need to consistently deliver Math lessons that include collaborative structures, distributed practice and summarizing.	. . Eileen Castle school improvement PLC's	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Mathematics Goal #5C: *To decrease the number of ELL students not making satisfactory progress in math by 20%*	2012 Current Level of Performance:* *100% (15)*	2013 Expected Level of Performance:* *.80% (12)*					
		. Use progress monitoring tools to identify students who need additional support and determine if interventions are working.	.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. . Principal, AP, Academic Intervention Facilitators, Teachers.	5B.2. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	5C.2. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
		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.			Teachers need to consistently deliver Math lessons that include collaborative structures, distributed practice and summarizing.	. . Eileen Castle school improvement PLC's	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Mathematics Goal #5D: *To decrease the number of SWD not making satisfactory progress in math by 10%*	2012 Current Level of Performance:* *88% (14)*	2013 Expected Level of Performance:* *78% (12)*					

					Formal observations	
	. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area	5B.2. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	5C.2. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Teachers need to consistently deliver Math lessons that include collaborative structures, distributed practice and summarizing.	3A.1. Teacher will incorporate non-fiction, concept related, reading and writing assignments in Math class.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Mathematics Goal #5E: *To decrease the number of students not making satisfactory progress in math by 10%.*	2012 Current Level of Performance:* *67% 98)*	2013 Expected Level of Performance:* *57% (84)*		.			
			5E.2. Teachers need to build connections between Math curriculum and students to daily life.	4A.2. Use progress monitoring tools to identify students who need additional support and determine if interventions are working.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: *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.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *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.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.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**						
Mathematics Goal #5A: *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	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *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:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *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.*					
			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.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *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.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: *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.*					
			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.
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. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: *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.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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.	1.1.	1.1.	1.1.	1.1.
Algebra 1 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 Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra 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 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.	3B.1.	3B.1.	3B.1.	
Algebra 1 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 Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 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 Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 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 Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 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 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.	1.1.	1.1.	1.1.	1.1.
Geometry 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 Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry 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.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
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.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
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
Math in the content Areas	K-5	Math AIF	PLC's, each grade level	October-May	Lesson plans and observations	Math AIF, Assistant Principal, Principal
Math Vocabulary	K-5	Math AIF	PLC'S, each grade level, school wide	October-May	Lesson plans and observations	Math AIF, Assistant Principal, Principal
Math Best Practices	K-5	Math AIF	PLC'S, each grade level, school wide	October-May	Lesson plans and observations	Math AIF, Assistant Principal, Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Math AIF	Math AIF will provide teacher training, modeling and PD in Math.	District Title 1 funds	
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Math	AM program	n/a	
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Small group instruction with Math provided by para	Paraprofessional will provide interventions to small groups of targeted students	Title 1	
			Subtotal: $21,689.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $21.689.00

End of Mathematics Goals

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

<u>Elementary and Middle School Science Goals</u>

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

<table>
<tr>
<th colspan="3">Elementary and Middle Science Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td 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:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td rowspan="3">1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.

<u>Science Goal #1A:</u>
By the Spring of 2013, 30% of students will score on a level 3 on the 2013 on the FCAT Science Assessment</td>
<td colspan="2"></td>
<td>1A.1. Lack of prior knowledge and vocabulary.

Use LFS vocabulary strategies, and activating strategies.</td>
<td>1A.1. Provide real world science experiences and engaging activities using LFS strategies.</td>
<td>1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.</td>
<td>1A.1. Administer Formative Assessments

Data Day Chats

Data Chats to make curricular/instructional decisions based on review of student data and artifacts

Daily classroom walk throughs Informal observations

Formal observations</td>
<td>1A.1.
Discovery Assessments

Common Assessments

Aggregated data by teacher, grade level, and subject area</td>
</tr>
<tr>
<td><u>2012 Current Level of Performance:*</u>

<i>Based on 2012, FCAT data, 15% (9) of 5th grade students achieved a Level 3</i></td>
<td><u>2013 Expected Level of Performance:*</u>

<i>Based on 2013 data, 30% (18) of 5th Grade students will achieve a level 3.</i></td>
<td>1A.2. Lack of Hands On Experiences</td>
<td>1A.2. Regular Labs to include write ups</td>
<td>1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.</td>
<td>1A.1. Administer Formative Assessments

Data Day Chats

Data Chats to make curricular/instructional decisions based on review of student data and artifacts

Daily classroom walk throughs Informal observations

Formal observations</td>
<td>1A.1.
Discovery Assessments

Common Assessments

Aggregated data by teacher, grade level, and subject area</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.3 Teacher content/pedagogical knowledge</td>
<td>1.3
Professional development in science content , content knowledge and teaching strategies.

Also utilize videos for teachers in Moodle</td>
<td>1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.</td>
<td>1A.1. Administer Formative Assessments

Data Day Chats

Data Chats to make curricular/instructional decisions based on review of student data and artifacts

Daily classroom walk throughs Informal observations</td>
<td>1A.1.
Discovery Assessments

Common Assessments

Aggregated data by teacher, grade level, and subject area</td>
</tr>
</table>

						Formal observations	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science 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 science.			2A.1. Lack of Higher Order thinking	2A.1. Provide real world science experiences and engaging activities. Incorporate Extended Thinking activities into LFS plans.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
Science Goal #2A: *By the Spring of 2012, 15% of 5th Grade students will score on a level 4 or 5 on the 2012 FCAT Science Assessment.*	2012 Current Level of Performance:* *Based on the 2011 FCAT data 10% (6) of 5th Grade students achieved level 4 and 5.*	2013 Expected Level of Performance:* *Based on the 2012 FCAT data, 15% (9) of 5th Grade students will achieve a level 4 or 5..*					
			2A.2. Instruction will be provided to all subgroups at all achievement levels using the Scott Foresman series focusing on science vocabulary instruction.	2A.2. Instruction will be provided to all subgroups at all achievement levels using the Scott Foresman series focusing on science vocabulary instruction.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			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.*	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.

Florida Alternate Assessment High School Science Goals

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

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: *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 science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science 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.*	2013Expected 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.

End of Florida Alternate Assessment High School Science Goals

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

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

* 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.	1.1.	1.1.	1.1.	1.1.
Biology 1 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 Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 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.

End of Biology 1 EOC Goals

Science Professional Development

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Science into the Reading Block	K-5	Reading AIF	School wide	October-May	Lesson plans and observations	Reading AIF, Assistant Principal, Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Night	Explorations V Family Night	Title 1	$2,500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
			Total: $2,500.00

End of Science Goals

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

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. <u>Writing Goal #1A:</u> *By the spring of 2013, 86% of the 4th grade students will achieve a 3.0 or above in the administration of the Florida Writes test.*	<u>2012 Current Level of Performance:*</u> *3.0 – 81%(41)*	<u>2013 Expected Level of Performance:*</u> *3.0 - 86% (44)*	1A.1. Lack of writing conventions	1A.1. Learning Focus Strategies and Polk Writes will be implemented while teaching the students the writing process.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			1A.2 Lack of understanding of rubrics	1A. Teachers will train students on how to read and use a rubric with their writing.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			1A.3. Students writing below grade level are not being challenged to progress to grade level standards	1A.3. Review current writing curriculum's strengths and weaknesses. Review 2012 Anchor Sets, Rubric, Calibration Guide, and Florida Writes Q & A released by FLDOE.	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area

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

						Informal observations Formal observations
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing 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.1. Students not writing to respond to new learning.	1B.1. Written summarization aligned with grade level writing. Writing to a source with supporting evidence. Incorporate Writing to Achieve Strategies and Writing Across the Content Areas	1A.1. Principal, AP, Academic Intervention Facilitators, Teachers.	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing to Achieve Strategies	k-5	Assistant Principal and Title 1 Facilitator	K-5 Classroom Teachers	PLC meetings	Classroom Observations and Walk throughs Monitoring of Lesson Plans	Assistant Principal
Polk Writes	K-5	Title 1 Facilitator, Assistant Principal	K-5 classroom teachers, school wide, PLC's	PLC meetings beginning September 27th	Classroom Observations and Walk throughs Monitoring of Lesson Plans	Assistant Principal

Writing Budget (Insert rows as needed)

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

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

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
Title 1 Facilitator providing modeling and PD	Title 1 Facilitator	Title 1	
			Subtotal: $56,429.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
			Total: 56,429.00

End of Writing Goals

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

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

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

<table>
<tr><th colspan="3">Civics EOC Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td 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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">**1. Students scoring at Achievement Level 3 in Civics.**</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td>Civics Goal #1:

Enter narrative for the goal in this box.</td><td>2012 Current Level of Performance:*

Enter numerical data for current level of performance in this box.</td><td>2013 Expected Level of Performance:*

Enter numerical data for expected level of performance in this box.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td></td><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
<tr><td 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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">**2. Students scoring at or above Achievement Levels 4 and 5 in Civics.**</td><td>2.1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td></tr>
<tr><td>Civics Goal #2:

Enter narrative for the goal in this box.</td><td>2012 Current Level of Performance:*

Enter numerical data for current level of performance in this box.</td><td>2013 Expected Level of Performance:*

Enter numerical data for expected level of performance in this box.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td></tr>
<tr><td></td><td colspan="2"></td><td>2.3.</td><td>2.3.</td><td>2.3.</td><td>2.3.</td><td>2.3.</td></tr>
</table>

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:

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

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

* 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

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]).

<table>
<tr><th colspan="2">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="2">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="2">1. Attendance

<u>Attendance Goal #1:</u>

Based on data retrieved from Genesis, our attendance rate will be at 95% for the 2012-2013 school year..</td><td>1.1. Parents lack transportation to bring students to school when they miss the bus.</td><td>1.1.   1.1. Connect Ed will be used as a process to make phone calls to parents when their students are absent, with the goal of decreasing attendance problems.
Connect Ed Message for General Attendance message

  Incentives for repeat offenders

Letters
Newsletters
Schoolwide awards for 9 weeks
Classroom monthly awards</td><td>1.1. Principal
Assistant Principal, social worker</td><td>1.1. Connect Ed reports</td><td>1.1. Genesis Attendance</td></tr>
<tr><td colspan="2">
<table>
<tr><td>2012 Current Attendance Rate:*</td><td>2013 Expected Attendance Rate:*</td></tr>
<tr><td>94%</td><td>95%</td></tr>
<tr><td>2012 Current Number of Students with Excessive Absences (10 or more)</td><td>2013 Expected Number of Students with Excessive Absences (10 or more)</td></tr>
<tr><td>33% (114)</td><td>28% (98)</td></tr>
<tr><td>2012 Current Number of Students with Excessive Tardies (10 or more)</td><td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td></tr>
<tr><td>10% (36)</td><td>8% (28)</td></tr>
</table>
</td></tr>
<tr><td colspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

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

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
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
			Total: $0.00

Suspension Goal(s)

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

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

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: *To decrease the suspension rate by 5%.*			1.1. Teachers not implementing PBS with Fidelity	1.1. 1.1. PBS: Use of Positive Behavior Support strategies will decrease the number of discipline referrals. Monitoring by walk throughs PBS training Teachers review school wide expectations on daily basis PBS monthly celebrations	1.1. 1.1. Assistant Principal Principal	1.1. Staff and student surveys IDEAS Genesis	1.1. 1.1. Genesis Reports Benchmarks of quality
	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	38 days	*36 days*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	24 students	*22 students*					
	2012 Total Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	43 days	*40 days*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	17 students	*16 students*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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
PBS Strategies	K-5	PBS Team Leader	School wide	September-May	Discipline Reports	Assistant Principal, PBS team leader

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
PBS Celebrations	Supplies	PB	
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal $0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
			Total: $500.00

Dropout Prevention Goal(s)

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

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

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: *Enter narrative for the goal in this box.* *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

End of Dropout Prevention Goal(s)

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. Lack of transportation	1.1. Help organize carpools and offer multiple events on the same night.	1.1. Principal, Assistant Principal, and Title 1 Facilitator	1.1 Examining the number of parents in attendance by sign in sheets.	1.1. Parent Surveys
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
To increase the number of parents attending the annual meeting by 10%	*31%*	*41%*					
To increase the number of parents involved in building capacity activities.			1.2. Lack of childcare	1.2. Provide "on-campus" childcare	1.2. Principal, Assistant Principal, and Title 1 Facilitator	1.2.Interview parents to obtain feedback.	1.2. Parent Surveys
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			1.3. Language barrier	1.3. Ensure Spanish forms are available to ELL parents and students.	1.3. Principal, Assistant Principal, Title 1 Facilitator and ESOL paraprofessional	1.3. Review comments on event evaluations.	1.3. Parent Surveys

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
Parent Conferences	All	Lori May	Grades K – 5th	Monthly PLCs	Review Conference Folders	Lori May
Language Arts Night	All	Reading AIF	Parents, Students and Teachers	Parent Involvement Night	Collect Parent Feedback	Lori May
Testing Night	All	Math AIF	Parents, Students and Teachers	Parent Involvement Night	Event Evaluation	Lori May

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

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
Parental Involvement Activities	Materials	Title 1	
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Parent Communication	Home / School Agenda	Title I Budget	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$2,000.00

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 increase the number of students achieving proficient on Science FCAT by 20%.	1.1. As content specific specialists, teachers may struggle to make cross discipline connections	1.1. Through curriculum planning provide activities and resources for teachers that promote cross curricular connections with a focus on math science, and technology.	1.1. Administration., AIF's, teachers	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
	1.2. Students lack basic knowledge of science and engineering careers	1.2. apply a variety of instructional strategies, such as video clips, online resources, and print materials, to provide students information about STEM Careers	1.1. Administration., AIF's, teachers	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area
	1.3. Limited integration of technology related to science and engineering	1.3. provide professional development and resources regarding technology used for science and engineering. Example: interactive programs for graphing, and other science applications. 1.4. Students will participate in virtual labs	1.1. Administration., AIF's, teachers	1A.1. Administer Formative Assessments Data Day Chats Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations	1A.1. Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area

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

			Formal observations	

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
Integrating science and technology into in to the content areas	K-5	District staff	All Teachers	Ongoing	Lesson plans	Administration, Network manager.

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal 0.00:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:0.00	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total: $0.00	

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

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

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

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

End of Additional Goal(s)

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: $30,242.00
CELLA Budget	
	Total: $0.00
Mathematics Budget	
	Total: $21,689.00
Science Budget	
	Total: $2,500.00
Writing Budget	
	Total: $56,429.00
Civics Budget	
	Total: $0.00
U.S. History Budget	
	Total: $0.00
Attendance Budget	
	Total: $0.00
Suspension Budget	
	Total: $500.00
Dropout Prevention Budget	
	Total: $0.00
Parent Involvement Budget	
	Total: $2,000.00
STEM Budget	
	Total: $0.00
CTE Budget	
	Total: $0.00
Additional Goals	
	Total: $0.00
	Grand Total: $113,360.00

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

<u>…ferentiated Accountability</u>

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

School Differentiated Accountability Status		
☐Priority	☒Focus	☐Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Analyze data Spending of Title 1 funds Increase the effectiveness of teaching strategies to enhance student achievement utilizing relevant teaching supplies.

Describe the projected use of SAC funds.	Amount

Instructional supplies	$2,000.00