

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sebastian Middle School	District Name: St. Johns County School District
Principal: Kelly Battell	Superintendent: Dr. Joseph Joyner
SAC Chair: Robert O'Shell	Date of School Board Approval: 11/13/2012

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](#)

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Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)					
					'12	'11	'10	'09	'08	
Principal	Kelly Battell	BS –Journalism; Social Studies, 6-12 ME – Educational Leadership,	18	8						
					School Grades	B	A	A	A	A
					High Standards- Reading	59	75	77	76	75
					High Standards- Math	53	67	70	65	65
					High Standards- Science	45	52	59	52	40
					High Standards- Writing	71	87	92	90	90
					Learning Gains- Reading	60	64	64	65	68
					Learning Gains- Math	63	64	70	63	71
					Gains Reading Low 25%	52	64	61	63	65
					Gains Math Low 25%	51	61	63	61	69
Assistant Principal	Ted Banton	BS- Secondary Education, Social Studies, 6-12 ME- Educational Leadership	1	1	N/A					

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.

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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)					
Literacy	Christine Sikes	BA - English and Secondary Education, ME - Elementary Education, Reading and ESOL endorsements.	9	9		'12	'11	'10	'09	'08
					School Grades	B	A	A	A	A
					High Standards- Reading	59	75	77	76	75
					High Standards- Math	53	67	70	65	65
					High Standards- Science	45	52	59	52	40
					High Standards- Writing	71	87	92	90	90
					Learning Gains- Reading	60	64	64	65	68
					Learning Gains- Math	63	64	70	63	71
					Gains Reading Low 25%	52	64	61	63	65
					Gains Math Low 25%	51	61	63	61	69

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Utilization of district PATS program	principal	Upon posting
2. Regular meetings of new teachers	assistant principal	On-going
3. Partnering new teachers with veteran staff	principal	On-going
4. Department collaboration	Department chair	Bi-monthly

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Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
41	10% (4)	10% (4)	46% (19)	34% (14)	49% (20)	98% (40)	20% (8)	7% (3)	85% (35)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sheryl Adams	Nikolas Baldwin	First year teacher/department chair	Bi-monthly meetings
Robert O’Shell	Amanda Blair Brawner	First year teacher/department chair	Bi-monthly meetings
Teri Lydigsen	Tracy McCoy	First year at SMS/department chair	Bi-monthly meetings

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during and after the school day. The district coordinates with Title II and Title III in ensuring staff development needs are provided
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II District receives supplemental funds for improving basic education programs through staff development.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide reading remediation during and after the school day.
Violence Prevention Programs Safe and Drug Free Schools: District receives funds for programs (i.e. Red Ribbon Week) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A

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

Identify the school-based RtI/MTSS Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI/MTSS, conducts assessment of RtI/MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI/MTSS implementation, and communicates with parents regarding school-based RtI/MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching.

Instructional Coach for Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The RtI/MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 RtI/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.

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.

Progress Monitoring: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR), Discovery Education (reading, math and science), eSchool Plus (behavior), district-created exams

Frequency of Data:

FCAT - once a year

FAIR - three times a year

Discovery Education - three times a year

District Exams – four times a year

RtI:B- Monthly

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and on inservice days. The RtI/MTSS team will also evaluate additional staff professional development needs during the weekly RtI/MTSS Leadership Team meetings.

Describe the plan to support MTSS.

The RtI/MTSS has a designated weekly meeting time. Team members include principal, assistant principal, guidance counselors, dean, ILC, school psychologist, and school behavior specialist. Other teachers and district RtI/MTSS personnel are included, as needed.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Instructional Literacy Coach, Reading-Endorsed Teachers, Content-Area Reading Teachers, Media Specialist

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

The LLT meets monthly to discuss school-wide reading initiatives and to disaggregate reading data.

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

Critical Thinking focus on reading, student data notebooks, progress monitoring

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.

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

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

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

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

Instructional Focus Calendars and Data Notebooks will be used by all teachers and will be aligned with the reading instructional focus. The school will participate in a comprehensive daily reading block (Critical Thinking) where every homeroom teacher will promote reading, comprehension and literacy.

***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.

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Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Reading Goal #1A:			Student Mobility Student Truancy	PBS Capturing Kids' Hearts	Truancy Personnel Administration RtI/MTSS team	Tracking of data and assessment results	Attendance data FAIR Discovery Education FCAT District Exams
To increase the percentage of students achieving proficiency (FCAT Level 3) in reading.							
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28% (164)	31% (192)					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Limited cross curricula applications	Instructional Focus Calendars	Instructional Literacy coach, reading and language arts teachers	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom observations.	FAIR Discovery Education FCAT District Exams Observation data
			1A.3	1A.3	1A.3	1A.3	1A.3.
			Limited time for review of data	Data Notebooks	All teachers administrators, and students	Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	FAIR Discovery Education FCAT District Exams
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:			Inability to follow directions or comprehend	Unique Learning Systems Curriculum	ID teachers and paras	Tracking of curriculum assessments	Florida Alternate Assessment
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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To increase the percentage of students achieving proficiency in reading on the Florida Alternate Assessment	43% (10)	46% (11)					
			1B.2. Resistance	1B.2. Positive Behavior Support	1B.2. ID teachers and paras	1B.2. Tracking of curriculum assessment completion	1B.2. Florida Alternate Assessment
			1B.3. Endurance	1B.3. On-going practice	1B.3. ID teachers and paras	1B.3. Tracking of curriculum assessment completion	1B.3. Florida Alternate Assessment

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. Student Mobility Student Truancy	2A.1. PBS Capturing Kids' Hearts	2A.1. Truancy Personnel Administration, RtI/MTSS team	2A.1. Tracking of data and assessment results	2A.1. Attendance data FAIR Discovery Education FCAT District Exams
To increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31% (183)	34% (211)	2A.2. Keeping students challenged.	2A.2. Offer advanced level courses for students scoring Levels 3+, 4 and 5.	2A.2 Administration, ILC	2A.2 Tracking of enrollment and assessment results	2A.2. FAIR Discovery Education FCAT District Exams
			2A.3 Lack of consistent high expectations across curriculum	2A.3 Include higher order questions in lesson plans and on assessments, follow curriculum maps	2A.3 Administration, ILC, all teachers	2A.3 Lesson plans and assessments will be reviewed during classroom observations.	2A.3. Classroom observation data.

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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: To increase the percentage of students achieving above proficiency (at or above Level 7 on the Florida Alternate Assessment) in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Inability to follow directions or comprehend	Unique Learning Systems Curriculum	ID teachers and paras	Tracking of curriculum assessments	Florida Alternate Assessment
	43% (10)	46% (11)					
			2B.2. Resistance	2B.2. Positive Behavior Support	2B.2. ID teachers and paras	2B.2. Tracking of curriculum assessment completion	2B.2. Florida Alternate Assessment
			2B.3. Endurance	2B.3. On-going practice	2B.3. ID teachers and paras	2B.3. Tracking of curriculum assessment completion	2B.3. Florida Alternate Assessment

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	3A.1	3A.1	3A.1	3A.1
Reading Goal #3A: To increase the percentage of students making learning gains in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student Mobility Student Truancy	PBS Capturing Kids' Hearts	Truancy Personnel Administration RtI/MTSS team	Tracking of data and assessment results	Attendance data FAIR Discovery Education FCAT District Exams
	60% (375)	63% (425)					
			3A.2 Raising teacher expectations of all readers.	3A.2 Instructional Focus Calendars and curriculum maps for Reading and Language Arts classes.	3A.2 ILC, reading and language arts teachers	3A.2 Lesson plans and assessments will be reviewed during classroom observations.	3A.2 FAIR Discovery Education FCAT District Exams
		3A.3 Teacher awareness of specific strengths and weaknesses of students	3A.3 Data Notebooks	3A.3 All teachers, administrators, and students	3A.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	3A.3 FAIR Discovery Education FCAT District Exams	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Inability to follow directions or comprehend	Unique Learning Systems Curriculum	ID teachers and paras	Tracking of curriculum assessments	Florida Alternate Assessment
To increase the percentage of students making learning gains in reading.	53% (21)	56% (25)					
			3B.2. Resistance	3B.2. Positive Behavior Support	3B.2. ID teachers and paras	3B.2. Tracking of curriculum assessment completion	3B.2. Florida Alternate Assessment
			3B.3. Endurance	2B.3. On-going practice	3B.3. ID teachers and paras	3B.3. Tracking of curriculum assessment completion	3B.3. Florida Alternate Assessment

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1	4A.1	4A.1	4A.1	4A.1
Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student Mobility Student Truancy	PBS Capturing Kids' Hearts	Truancy Personnel Administration RtI/MTSS team IR teachers	Tracking of data and assessment results	Attendance data FAIR Discovery Education FCAT District Exams
To increase the percentage of students in Lowest 25% making learning gains in reading.	52%	60%					
			4A.2 Raising teacher expectations of struggling readers.	4A.2 Instructional Focus Calendars and curriculum maps for Reading and Language Arts classes.	4A.2 ILC, reading and language arts teachers	4A.2 Lesson plans and assessments will be reviewed during classroom observations.	4A.2 FAIR Discovery Education FCAT District Exams Observation Data
			4A.3 Teacher awareness of specific strengths and weaknesses of students	4A.3 Data Notebooks	4A.3 All teachers, administrators, and students	4A.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	4A.3 FAIR Discovery Education FCAT District Exams

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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	33%	30%	27%	24%	21%	17%				
Reading Goal #5A: Baseline 33% 2016-17 Goal 17%											
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.					
Reading Goal #5B: To increase the percentage of the black students subgroup making Adequate Yearly Progress (AYP) in reading.	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>Pending state provided data. White: Black: Hispanic: Asian: American Indian:</td> <td>White: Black: Hispanic: Asian: American Indian:</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Pending state provided data. White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*										
Pending state provided data. White: Black: Hispanic: Asian: American Indian:	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 reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending state provided data.						
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending state provided data.						
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data.						
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendar for Reading	6,7,8	Instructional Literacy Coach	Language Arts and Reading Teachers	Early Release Wednesdays 1 to 3x/month	Lesson plans, classroom visits, LA department discussions	ILC, principal, assistant principal
ESE	6,7,8	ESE Department Chair	ESE Teachers	Early Release Wednesdays 1 to 3x/month	ESE department discussions, classroom visits, lessons plans	ILC, principal, assistant principal
CARpd	6,7,8	Instructional Literacy Coach	School-wide as needed	Early Release Wednesdays	Certification	ILC, principal, assistant principal
Differentiated Instruction	6,7,8	Instructional Literacy Coach	School-wide	Early Release Wednesdays once-a-month	Lesson plans, classroom visit, department discussions	ILC, principal, assistant principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Scholastic Magazines	Supplemental reading materials for core subjects, art and Spanish	SAI	2600.00
			Subtotal: \$2500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
United Streaming	Site license	SAI	2500.00
BrainPop	Site license	SAI	2500.00
			Subtotal: \$5000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$7500.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Student Mobility Student Truancy	1.1. PBS Capturing Kids' Hearts	1.1. Truancy Personnel Administration RtI/MTSS team	1.1. Tracking of data and assessment results	1.1. Attendance data CELLA FAIR Discovery Education FCAT District Exams
CELLA Goal #1: To increase the percentage of ELL scoring proficient in listening/speaking to a level similar to non-ELL students.	2012 Current Percent of Students Proficient in Listening/Speaking: 50% (6)					
		1.2. Raising teacher expectations of struggling ELL students.	1.2. Instructional Focus Calendars and curriculum	1.2. ILC, all teachers	1.2. Lesson plans and assessments will be reviewed during classroom observations.	1.2. CELLA FAIR Discovery Education FCAT District Exams Observation Data
		1.3. Teacher awareness of specific strengths and weaknesses of students	1.3. Data Notebooks	1.3. All teachers, administrators, and students	1.3. Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	1.3. CELLA FAIR Discovery Education FCAT District Exams
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Student Mobility Student Truancy	2.1. PBS Capturing Kids' Hearts	2.1. Truancy Personnel Administration RtI/MTSS team	2.1. Tracking of data and assessment results	2.1. Attendance data CELLA FAIR Discovery Education FCAT District Exams
CELLA Goal #2: To increase the percentage of ELL scoring proficient in	2012 Current Percent of Students Proficient in Reading: 17% (2)					

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reading to a level similar to non-ELL students.		2.2. Raising teacher expectations of struggling ELL students.	2.2. Instructional Focus Calendars and curriculum	2.2. ILC, all teachers	2.2. Lesson plans and assessments will be reviewed during classroom observations.	2.2. CELLA FAIR Discovery Education FCAT District Exams Observation Data
		2.3. Teacher awareness of specific strengths and weaknesses of students	2.3. Data Notebooks	2.3. All teachers, administrators, and students	2.3. Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	2.3. CELLA FAIR Discovery Education FCAT District Exams

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Student Mobility Student Truancy	3.1. PBS Capturing Kids' Hearts	3.1. Truancy Personnel Administration RtI/MTSS team	3.1. Tracking of data and assessment results	3.1. Attendance data CELLA FAIR Discovery Education FCAT District Exams
CELLA Goal #3: To increase the percentage of ELL scoring proficient in writing to a level similar to non-ELL students.	2012 Current Percent of Students Proficient in Writing : 25% (3)					
		3.2. Raising teacher expectations of struggling ELL students.	3.2. Instructional Focus Calendars and curriculum	3.2. ILC, all teachers	3.2. Lesson plans and assessments will be reviewed during classroom observations.	3.2. CELLA FAIR Discovery Education FCAT District Exams Observation Data
		3.3. Teacher awareness of specific strengths and weaknesses of students	3.3. Data Notebooks	3.3. All teachers, administrators, and students	3.3. Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	3.3. CELLA FAIR Discovery Education FCAT District Exams

CELLA Budget (Insert rows as needed)

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in</i>	<i>Enter numerical data for expected level of performance in</i>					

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	<i>this box.</i>	<i>this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

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:								
N/A								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:					
			Black:					
			Hispanic:					
			Asian:					
			American Indian:					

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N/A	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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N/A	Enter numerical data for current level of performance in this box.	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.

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E:	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
N/A			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics 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. Student Mobility Student Truancy	1A.1. PBS Capturing Kids' Hearts	1A.1. Truancy Personnel Administration RtI/MTSS team	1A.1. Tracking of data and assessment results	1A.1. Attendance data Discovery Education FCAT District Exams
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance</u> :*	<u>2013 Expected Level of Performance</u> :*					
To increase the percentage of students achieving proficiency (FCAT Level 3) in mathematics.	31% (187)	34% (211)					
			1A.2. Skill and depth applications	1A.2. Instructional Focus Calendars	1A.2. Instructional Literacy coach and math teachers	1A.2. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom observations.	1A.2. Discovery Education FCAT District Exams Observation data
			1A.3 Limited time for review of data	1A.3 Data Notebooks	1A.3 All teachers administrators, and students	1A.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	1A.3. Discovery Education FCAT District Exams
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. Inability to follow directions or comprehend	1B.1. Unique Learning Systems Curriculum	1B.1. ID teachers and paras	1B.1. Tracking of curriculum assessments	1B.1. Florida Alternate Assessment
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance</u> :*	<u>2013 Expected Level of Performance</u> :*					
To increase the percentage of students achieving proficiency (FAA Levels 4, 5 and 6) in mathematics.	43% (10)	46% (13)					
			1B.2. Resistance	1B.2. Positive Behavior Support	1B.2. ID teachers and paras	1B.2. Tracking of curriculum assessment completion	1B.2. Florida Alternate Assessment

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		1B.3. Endurance	1B.3. On-going practice	1B.3. ID teachers and paras	1B.3. Tracking of curriculum assessment completion	1B.3. Florida Alternate Assessment
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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. Student Mobility Student Truancy	2A.1. PBS Capturing Kids' Hearts	2A.1. Truancy Personnel Administration, RtI/MTSS team	2A.1. Tracking of data and assessment results	2A.1. Attendance data Discovery Education FCAT District Exams
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) in mathematics.	22% (134)	25% (155)					
			2A.2. Keeping students challenged.	2A.2. Offer advanced level courses for students scoring Levels 3+, 4 and 5.	2A.2 Administration, ILC	2A.2 Tracking of enrollment and assessment results	2A.2. Discovery Education FCAT District Exams
			2A.3 Lack of consistent high expectations across curriculum	2A.3 Include higher order questions in lesson plans and on assessments, follow curriculum maps	2A.3 Administration, ILC, math teachers	2A.3 Lesson plans and assessments will be reviewed during classroom observations.	2A.3. Classroom observation data.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Inability to follow directions or comprehend	2B.1. Unique Learning Systems Curriculum	2B.1. ID teachers and paras	2B.1. Tracking of curriculum assessments	2B.1. Florida Alternate Assessment
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the percentage of students achieving above proficiency (FAA Level 7) in mathematics.	39% (9)	42% (12)					
			2B.2. Resistance	2B.2. Positive Behavior Support	2B.2. ID teachers and paras	2B.2. Tracking of curriculum assessment completion	2B.2. Florida Alternate Assessment
			2B.3. Endurance	2B.3. On-going practice	2B.3. ID teachers and paras	2B.3. Tracking of curriculum assessment completion	2 B.3. Florida Alternate Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1	3A.1	3A.1	3A.1	3A.1
Mathematics Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Student Mobility Student Truancy	PBS Capturing Kids' Hearts	Truancy Personnel Administration RtI/MTSS team	Tracking of data and assessment results	Attendance data Discovery Education FCAT District Exams
To increase the percentage of students making learning gains in mathematics.	63% (380)	66% (445)					
			3A.2 Raising teacher expectations of all math students.	3A.2 Instructional Focus Calendars and curriculum maps for math classes.	3A.2 ILC and math teachers	3A.2 Lesson plans and assessments will be reviewed during classroom observations.	3A.2. Discovery Education FCAT District Exams Observation Data
			3A.3 Teacher awareness of specific strengths and weaknesses of students	3A.3 Data Notebooks	3A.3 All teachers, administrators, and students	3A.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	3A.3. Discovery Education FCAT District Exams
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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Inability to follow directions or comprehend	Unique Learning Systems Curriculum	ID teachers and paras	Tracking of curriculum assessments	Florida Alternate Assessment
To increase the percentage of students making learning gains in mathematics.	39% (21)	42% (25)					
			3B.2. Resistance	3B.2. Positive Behavior Support	3B.2. ID teachers and paras	3B.2. Tracking of curriculum assessment completion	3B.2. Florida Alternate Assessment
			3B.3. Endurance	3B.3. On-going practice	3B.3. ID teachers and paras	3B.3. Tracking of curriculum assessment completion	3B.3. Florida Alternate Assessment

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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4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1	4A.1	4A.1	4A.1	4A.1
Mathematics Goal #4: To increase the percentage of the lowest 25% students making learning gains in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student Mobility Student Truancy	PBS Capturing Kids' Hearts	Truancy Personnel Administration RtI/MTSS team IR teachers	Tracking of data and assessment results	Attendance data Discovery Education FCAT District Exams
	51%	54%					
			4A.2 Raising teacher expectations of struggling math students.	4A.2 Instructional Focus Calendars and curriculum maps for math classes.	4A.2 ILC and math teachers	4A.2 Lesson plans and assessments will be reviewed during classroom observations.	4A.2. Discovery Education FCAT District Exams Observation Data
			4A.3 Teacher awareness of specific strengths and weaknesses of students	4A.3 Data Notebooks	4A.3 All teachers, administrators, and students	4A.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	4A.3. Discovery Education FCAT District Exams

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	40%	36%	32%	28%	24%	20%
Mathematics Goal #5A: Baseline 40% 2016-17 Goal 20%							

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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 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.
<u>Mathematics Goal</u> #5B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	Pending state provided data.	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.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	Pending state provided data.						
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

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			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.
<u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data.						
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data.						
			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

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Florida Alternate Assessment High School Mathematics Goals

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

High School 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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

End of Florida Alternate Assessment High School Mathematics Goals

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: To increase the number of students taking Algebra I.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Proper student placement in higher level math classes.	Early identification of potential Algebra I students.	Guidance counselors, math teachers, administration.	Increased enrollment in Algebra I.	Increased enrollment in Algebra I.
	38% (20)	40% (25)					
			1.2.	1.2.	1.2.	1.2.	1.2.

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			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: To continue our 100% passage rate on the Algebra I EOC exam.	2012 Current Level of Performance:* 62% (32)	2013 Expected Level of Performance:* 60% (36)	Student focus/motivation.	Celebrations of student success.	Algebra I teachers, administration.	Progress monitoring and tracking student success.	Discovery Education FCAT District Exams
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017			
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: N/A	Baseline data 2010-2011										
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. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>Pending state provided data.</td> <td>White: Black: Hispanic: Asian: American Indian:</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Pending state provided data.	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
	Pending state provided data.	White: Black: Hispanic: Asian: American Indian:									
				3B.2.	3B.2.	3B.2.	3B.2.	3B.2.			
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.				

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data.						
			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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data.						
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data.						
			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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: To increase the number of students taking Geometry I.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Proper student placement in higher level math classes.	Early identification of potential Algebra I students.	Guidance counselors, math teachers, administration.	Increased enrollment in Algebra I.	Increased enrollment in Algebra I.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Student focus/motivation.	2.1. Celebrations of student success.	2.1. Algebra I teachers, administration.	2.1. Progress monitoring and tracking student success.	2.1. Discovery Education FCAT District Exams
Geometry Goal #2: To continue our 100% passage rate on the Geometry I EOC exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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%. Geometry Goal #3A:	Baseline data 2011-2012						
	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. Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
	White: Black: Hispanic: Asian: American Indian:	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.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
Effective Implementation of the Instructional Focus Calendar for Mathematics	6,7,8	Math Department Chair	Math Teachers	Early Release Wednesdays 1 to 3x/month	Lesson plans, classroom visits, Math department discussions	ILC, principal, assistant principal
ESE	6,7,8	ESE Department Chair	ESE Teachers	Early Release Wednesdays 1 to 3x/month	ESE department discussions, classroom visits, lessons plans	ILC, principal, assistant principal
Differentiated Instruction	6,7,8	Instructional Literacy Coach	School-wide	Early Release Wednesdays once-a-month	Lesson plans, classroom visits, department discussions	ILC, principal, assistant principal

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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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 Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Student Mobility Student Truancy	1A.1. PBS Capturing Kids’ Hearts	1A.1. Truancy Personnel Administration RtI/MTSS team	1A.1. Tracking of data and assessment results	1A.1. Attendance data Discovery Education FCAT District Exams
Science Goal #1A: To increase the percentage of students achieving proficiency (FCAT Level 3) in science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32% (60)	35%(70)					
			1A.3 Limited time for review of data	1A.2. Instructional Focus Calendars	1A.2. Instructional Literacy coach and science teachers	1A.2. Administration will be aware of the IFC’s upcoming focus and monitor implementation through classroom observations.	1A.2. Discovery Education FCAT District Exams Observation data
		1A.3 Limited time for review of data	1A.3 Data Notebooks	1A.3 All teachers administrators, and students	1A.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	1A.3. Discovery Education FCAT District Exams	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Inability to follow directions or comprehend	1B.1. Unique Learning Systems Curriculum	1B.1. ID teachers and paras	1B.1. Tracking of curriculum assessments	1B.1. Florida Alternate Assessment
Science Goal #1B: To increase the percentage of students achieving proficiency (FAA Levels, 4, 5 and 6) in science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	89% (8)	90% (10)					
		1B.2. Resistance	1B.2. Positive Behavior Support	1B.2. ID teachers and paras	1B.2. Tracking of curriculum assessment completion	1B.2. Florida Alternate Assessment	

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		1B.3. Endurance	1B.3. On-going practice	1B.3. ID teachers and paras	1B.3. Tracking of curriculum assessment completion	1B.3. Florida Alternate Assessment
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Student Mobility Student Truancy	2A.1. PBS Capturing Kids' Hearts	2A.1. Truancy Personnel Administration, RtI/MTSS team	2A.1. Tracking of data and assessment results	2A.1. Attendance data Discovery Education FCAT District Exams
Science Goal #2A: To increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) in science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13% (24)	16% (32)					
			2A.2. Keeping students challenged.	2A.2. Offer advanced level courses for students scoring Levels 3+, 4 and 5.	2A.2 Administration, ILC	2A.2 Tracking of enrollment and assessment results	2A.2. Discovery Education FCAT District Exams
			2A.3 Lack of consistent high expectations across curriculum	2A.3 Include higher order questions in lesson plans and on assessments, follow curriculum maps	2A.3 Administration, ILC, math teachers	2A.3 Lesson plans and assessments will be reviewed during classroom observations.	2A.3. Classroom observation data.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. Inability to follow directions or comprehend	2B.1. Unique Learning Systems Curriculum	2B.1. ID teachers and paras	2B.1. Tracking of curriculum assessments	2B.1. Florida Alternate Assessment
Science Goal #2B: To increase the percentage of students achieving proficiency (FAA Level 7) in science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11% (1)	15% (2)					
			2B.2. Resistance	2B.2. Positive Behavior Support	2B.2. ID teachers and paras	2B.2. Tracking of curriculum assessment completion	2B.2. Florida Alternate Assessment
			2B.3. Endurance	2B.3. On-going practice	2B.3. ID teachers and paras	2B.3. Tracking of curriculum assessment completion	2 B.3. Florida Alternate Assessment

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

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End of Biology I EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendar for Science	6,7,8	Instructional Literacy Coach	Science Teachers	Early Release Wednesdays 1 to 3x/month	Lesson plans, classroom visits, Science department discussions	ILC, principal, assistant principal
ESE	6,7,8	ESE Department Chair	ESE Teachers	Early Release Wednesdays 1 to 3x/month	ESE department discussions, classroom visits, lessons plans	ILC, principal, assistant principal
Differentiated Instruction	6,7,8	Instructional Literacy Coach	School-wide	Early Release Wednesdays once-a-month	Lesson plans, classroom visit, department discussions	ILC, principal, assistant principal

Science Budget (Insert rows as needed)

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

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

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Student Mobility Student Truancy	1A.1. PBS Capturing Kids’ Hearts	1A.1. Truancy Personnel Administration RtI/MTSS team	1A.1. Tracking of data and assessment results	1A.1. Attendance data District Writing Assessments
Writing Goal #1A: To increase the percentage of students achieving proficiency (FCAT Level 4 for 2011) in writing.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	71% (137)	74% (148)					
			1A.2. Incorporating writing across the curriculum	1A.2. Instructional Focus Calendars	1A.2. Instructional Literacy coach and science teachers	1A.2. Administration will be aware of the IFC’s upcoming focus and monitor implementation through classroom observations.	1A.2. TFCAT District Writing Assessments Observation data
		1A.3 Limited time for review of data	1A.3 Data Notebooks	1A.3 All teachers administrators, and students	1A.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking	1A.3. FCAT District Writing Assessments	

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					(students).		
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Writing Goal #1B: To continue the percentage of students achieving proficiency (FAA Level 4) in writing.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Inability to follow directions or comprehend	Unique Learning Systems Curriculum	ID teachers and paras	Tracking of curriculum assessments	Florida Alternate Assessment
	100% (8)	100%					
			1B.2. Resistance	1B.2. Positive Behavior Support	1B.2. ID teachers and paras	1B.2. Tracking of curriculum assessment completion	1B.2. Florida Alternate Assessment
			1B.3. Endurance	1B.3. On-going practice	1B.3. ID teachers and paras	1B.3. Tracking of curriculum assessment completion	1B.3. Florida Alternate Assessment

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
Effective Implementation of the Instructional Focus Calendar for Reading	6,7,8	Instructional Literacy Coach	Language Arts Teachers	Early Release Wednesdays 1 to 3x/month	Lesson plans, classroom visits, LA department discussions	ILC, principal, assistant principal
ESE	6,7,8	ESE Department Chair	ESE Teachers	Early Release Wednesdays 1 to 3x/month	ESE department discussions, classroom visits, lessons plans	ILC, principal, assistant principal
Differentiated Instruction	6,7,8	Instructional Literacy Coach	School-wide	Early Release Wednesdays once-a-month	Lesson plans, classroom visit, department discussions	ILC, principal, assistant principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

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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 Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1A1. Student Mobility Student Truancy	1A.1. PBS Capturing Kids’ Hearts	1A.1. Truancy Personnel Administration RtI/MTSS team	1A.1. Tracking of data and assessment results	1A.1. Attendance data District Exams
Civics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To have the majority of students achieve proficiency on the Civics EOC exam.							
			1A.2. Keeping the curriculum focused and learner-friendly.	1A.2. Instructional Focus Calendars	1A.2. Instructional Literacy coach and science teachers	1A.2. Administration will be aware of the IFC’s upcoming focus and monitor implementation through classroom observations.	1A.2. District Exams Observation data
			1A.3 Limited time for review of data	1A.3 Data Notebooks	1A.3 All teachers administrators, and students	1A.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	1A.3. District Exams
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1. Student Mobility Student Truancy	2.1. PBS Capturing Kids’ Hearts	2.1. Truancy Personnel Administration RtI/MTSS team	2.1. Tracking of data and assessment results	2.1. Attendance data District Exams
Civics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To have level 4 and 5 readers students achieve proficiency							

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on the Civics EOC exam		2.2. Keeping the curriculum focused and learner-friendly.	2.2. Instructional Focus Calendars	2.2. Instructional Literacy coach and science teachers	1A.2. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom observations.	2.2. District Exams Observation data
		3.3 Limited time for review of data	3.3 Data Notebooks	3.3 All teachers administrators, and students	3.3 Assessment reviews at faculty and department meetings (staff) and during Critical Thinking (students).	3.3. District Exams

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	7 th /Social Studies	District SS Curriculum Director	PLC	Early Release Wednesdays 1 to 3x/month	SS department discussions, classroom visits, lessons plans	ILC, principal, assistant principal

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

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

End of Civics Goals

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

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

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

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

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

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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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Student Mobility Student Truancy	1.1. Positive Behavior Support incentive awards	1.1. Administration, RtI/MTSS team, PBS team	1.1. Tracking of attendance data	1.1. e-School plus attendance
<u>Attendance Goal #1:</u>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
To increase student attendance rates and decrease the number of tardiness.	93%	95%					
	<u>2012 Current Number of Students with</u>	<u>2013 Expected Number of Students with</u>					

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	Excessive Absences (10 or more)	Excessive Absences (10 or more)					
	384	350					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	136	75					
			1.2. Motivation to come to school	1.2. Capturing Kids Hearts curriculum	1.2. Principal, assistant principal	1.2. Tracking of attendance data	1.2. e-School plus
			1.3. Parent Communication	1.3. Increase parent contact	1.3. MIS operator, administration	1.3. Tracking of attendance data	1.3. e-School plus

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:

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Student Mobility Student Truancy	1.1. Capturing Kids’ Hearts curriculum	1.1. Principal and assistant principal	1.1. Tracking of suspension data	1.1. eSchool Plus Discipline Center
Suspension Goal #1: To reduce the total of suspensions and students suspended by 33%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	420	275					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	317	200					

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	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	282	185					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	160	105					
			1.2. Motivation	1.2. Positive Behavior Support	1.2. PBS team	1.2. Tracking of suspension data	1.2. eSchool Plus Discipline Center
			1.3. Resistance to Rules	1.3. Behavior Intervention	1.3. Dean, counselors, RtI/MTSS team	1.3. Tracking of suspension data	1.3. eSchool Plus Discipline Center

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
Capturing Kids' Hearts	6,7,8	Principal	School-wide	Early Release Wednesdays once-a-month	Classroom visits, faculty discussions	Principal, assistant principal
Positive Behavior Support	6,7,8	PBS Team	School-wide	Early Release Wednesdays once-a-month	Classroom visits, faculty discussions	Principal, assistant principal

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1	1.1.	1.1.	1.1.
<u>Dropout Prevention Goal #1:</u> N/A	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					

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

Dropout Prevention Professional Development

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

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			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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.

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: To increase the percentage of parents who participate in school activities.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*	Communication	Continue to advertise events/opportunities via as many avenues as possible.	Principal	Parent participation in advertised activities and usage of school website and Home Access.	Event sign-in sheets and Annual Needs Assessment Survey
	88%	90%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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STEM Goal #1: To increase college and career readiness by increasing the rigor of our science, technology, engineering and mathematics curriculum.	2A.2.	2A.2.	2A.2	2A.2	2A.2.
	Rigor in the classroom.	Higher-order questions, projects and assessments	Administration, ILC	Classroom observations, lesson plans	Discovery Education FCAT District Exams Observation data
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: To increase the number of Career and Technical Education opportunities.	1.1. Certified teachers	1.1. Recruitment	1.1. Principal	1.1. Master Schedule	1.1. Course Offerings in 2013-14
	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)

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Additional Goal(s)

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. Student Complacency	1.1. To infuse the pillars of character education into the SMS community	1.1. All SMS teachers and staff	1.1. Increase in positive behavior and attitude Decrease in discipline issues	1.1. Annual Needs assessment survey eSchool Plus Discipline Center
Additional Goal #1: To promote the Character Counts along with Capturing Kids' Hearts programs and have parents believe it made a difference in their child's behavior.	2012 Current Level :*	2013 Expected Level :*					
	94%	95%					
			1.2. Parent Involvement	1.2. To promote the pillars of character in all parent communication	1.2. Administration, teachers	1.2. Positive feedback from parents	1.2. Annual Needs assessment survey
			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)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$7500.00
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$7500.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
Oversee School Improvement Plan implementation, and Needs Assessment process.

Describe the projected use of SAC funds.	Amount
N/A	