

# FLORIDA DEPARTMENT OF EDUCATION



## DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

**DRAFT**

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Renaissance Charter School of St. Lucie	District Name: St. Lucie County
Principal: Mrs. Rachel Windler-Freitag	Superintendent:
SAC Chair:	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Rachel Windler-Freitag	B.S. Elementary Ed/M.S. Reading/M.S. Educational Administration/Elementary Education Certification/ Educational Administration Certification	2	8	

August 2012

Rule 6A-1.099811

Revised October 1, 2012

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Assistant Principal	David Messner	B.A. Political Science/M.A. Ed Leadership/ PHD Ed Leadership	3	36	
Assistant Principal	Olivia Fine (Burns)	B.A. Music Education M.S. Educational Leadership, Elementary K-6 Certification, K-12 Music Certification, Educational Leadership Certification	4	1	

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All	Elizabeth Phillips	B.S. Elementary Education	4	1	
All	Chentella Graham	B.S. Business Administration; MS Business Leadership; PhD Organizational Leadership; K-6 Elementary Education; K-12 ESE; 6-12 Business	4	2	

### 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. An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in NCLB are provided.	Principal AP CSUSA Dept	On-going
2. Charter School USA (CSUSA) our school's management company, is committed to ensuring a highly qualified pool of teachers. Presently,	Principal AP CSUSA HR Dept	On-going

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<p>recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities. Electronic application procedures are streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Additionally, the CSUSA office of Teacher Recruitment participates in year-round local, district, state, and national teacher recruitment fairs.</p>		
<p>3. Professional Development initiatives target researched based-instructional strategies aligned to the needs the school's population.</p>	<p>Principal AP CSUSA Ed Team</p>	<p>On-going</p>
<p>4.</p>		

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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 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

***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
68	14.7% (10)	60.3% (41)	19.1% (13)	5.9% (4)	19.1% (13)	23.5% (16)	7.3% (5)	0%	25% (17)

***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
A Thornhill	Kindergarten Team	As team lead, Mrs. Thornhill will model school expectations and standards.	Mrs Thornhill will conduct weekly team meetings to review grade level goals, model and monitor professional growth

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			plans, and classroom preparedness.
C. Bonventre	1 <sup>st</sup> Grade Team	As team lead, Mrs. Bonventre will model school expectations and standards.	Mrs. Bonventre will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.
C. Willmot	2 <sup>nd</sup> Grade Team	As team lead, Mrs. Willmot will model school expectations and standards.	Mrs. Willmot will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.
A. Miller	3 <sup>rd</sup> Grade Team	As team lead, Mrs. Miller will model school expectations and standards.	Mrs. Miller will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.
R. Villagra	4 <sup>th</sup> Grade Team	As team lead, Ms. Villagra will model school expectations and standards.	Ms. Villagra will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.
B. Fuqua	5 <sup>th</sup> Grade Team	As team lead, Mrs. Fuqua will model school expectations and standards.	Mrs. Fuqua will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.
H. Macias	MS Team	As team lead, Mrs. Macias will model school expectations and standards.	Mrs. Macias will conduct weekly team meetings to review grade level goals, model and monitor



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			professional growth plans, and classroom preparedness.
L. Tzimenatos	MS Team	As team lead, Mrs. Tzimenatos will model school expectations and standards.	Mrs. Tzimenatos will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.
E. Gioia	Elementary Specials	As team lead, Ms. Gioia will model school expectations and standards.	Ms. Gioia will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.
D. Succes	MS Team	As team lead, Mrs. Succes will model school expectations and standards.	Mrs. Succes will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.
L. Stebbing	MS Team	As team lead, Mrs. Stebbing will model school expectations and standards.	Mrs. Stebbing will conduct weekly team meetings to review grade level goals, model and monitor professional growth plans, and classroom preparedness.

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### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
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?
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?
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.
Describe the plan to train staff on MTSS.
Describe the plan to support MTSS.

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
What will be the major initiatives of the LLT this year?

### *Public School Choice*

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

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

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

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

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

***\*High Schools Only***

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

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

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

***Postsecondary Transition***

Note: Required for High School- Sec. 1008.37(4), F.S.

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

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1.1. Ensuring 100% student motivation on reaching goal.	1.1. Provide motivational rewards for individuals reaching a Level 3 or higher on the reading portion of the three benchmark assessments and the reading portion of the FCAT.	1.1. Classroom teachers, CRTs, leadership team.	1.1. Analysis of assessment data and annual student survey.	1.1. Benchmarks (1, 2, and 3) and FCAT.
<b>Reading Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
100% of the students will maintain or improve proficiency.	58% of students are performing at Level 3 or above.	61% of students will perform at a score of Level 3 or above.					
	1.2. Students have limited exposure to reading strategies in the content areas.		1.2. Teachers will attend professional development trainings focused on integrating reading strategies into the content areas.	1.2. Classroom teachers, CRTs, leadership team.	1.2. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	1.2. Benchmarks (1, 2, and 3) and FCAT.	1A.2.
	1.3. Limited implementation of differentiated instruction.		1.3. Teachers will attend professional development trainings focused on differentiation. Focused professional development on embedded test-taking strategies.	1.3. Classroom teachers, CRTs, leadership team.	1.3. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	1.3. Benchmarks (1, 2, and 3) and FCAT.	1A.3.
<b>IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Reading Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Reading Goal #2A:</b>  100% of the students will maintain or improve proficiency.	<b>2012 Current Level of Performance:*</b>  58% of students are performing at Level 3 or above.	<b>2013 Expected Level of Performance:*</b>  61% of students will perform at a score of Level 3 or above.	Ensuring 100% student motivation on reaching goal	Provide motivational rewards for individuals reaching a Level 4 or higher on the reading portion of the three benchmark assessments and the reading portion of the FCAT.	Classroom teachers, CRTs, leadership team.	Analysis of assessment data and annual student survey.	Benchmarks (1, 2, and 3) and FCAT.
			2.2. Students have limited exposure to enrichment opportunities.	2.2. Teachers will provide opportunities for students to participate in enrichment activities in the classroom at a minimum of three times per week. In addition, students in grades 4-8 have the opportunity to apply to the Cambridge program.	2.2. Classroom teachers, CRTs, leadership team.	2.2. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	2.2. Benchmarks (1, 2, and 3) and FCAT.
			2.3. Limited implementation of differentiated instruction.	2.3. Teachers will attend professional development trainings focused on differentiation.	2.3. Classroom teachers, CRTs, leadership team.	2.3. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	2.3. Benchmarks (1, 2, and 3) and FCAT.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Reading Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		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
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Reading Goal #3A:</b>  100% of the students will make learning gains.	2012 Current Level of Performance:* 71% of students made learning gains.	2013 Expected Level of Performance:* 73% of students will make learning gains.	Ensuring 100% student motivation on reaching goal.	Provide motivational rewards for individuals making learning gains on the reading portion of the three benchmark assessments and the reading portion of the FCAT.	Classroom teachers, CRTs, leadership team.	Analysis of assessment data and annual student survey.	Benchmarks (1, 2, and 3) and FCAT.
			3.2. Limited implementation of small group instruction.	3.2. Teachers will attend professional development trainings focused on small group instruction and focused on guided reading. Teachers will use data to target areas of deficiency when creating IFPs.	3.2. Classroom teachers, CRTs, leadership team.	3.2. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	3.2. Benchmarks (1, 2, and 3) and FCAT.
			3.3. Limited implementation of differentiated instruction.	3.3. Teachers will attend professional development trainings focused on differentiation.	3.3. Classroom teachers, CRTs, leadership team.	3.3. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	3.3. Benchmarks (1, 2, and 3) and FCAT.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<b>Reading Goal #3B:</b>  Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4.1. Full participation of students in intervention programs.	4.1. Offer multiple opportunities for students to receive interventions, including, but not limited to in-class support, pull-out intervention services, free after-school tutoring, Walk To Intervention, and use of software intervention programs.	4.1. Classroom teachers, co-teachers, CRTs, leadership team.	4.1. Evaluation of data and classroom observations.	4.1. Quarterly benchmarks, FAIR, classroom assessments, FCAT.
<b>Reading Goal #4:</b> Students will demonstrate learning gains in reading as represented by growth in the FCAT developmental scale score or maintaining proficiency level from the previous year’s data.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70% of bottom quartile students made learning gains.	73% of bottom quartile students will make learning gains.					
			4.2. Limited implementation of small group instruction.	4.2. Teachers will attend professional development trainings focused on small group instructions, focused on guided reading. Teachers will use data to target areas of deficiency when creating IFPs.	4.2. Classroom teachers, CRTs, leadership team.	4.2. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	4.2. Benchmarks (1, 2, and 3) and FCAT.
			4.3. Limited implementation of differentiated instruction.	4.3. Teachers will attend professional development trainings focused on differentiation.	4.3. Classroom teachers, CRTs, leadership team.	4.3. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	4.3. Benchmarks (1, 2, and 3) and FCAT.

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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
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> All: 56% Asian: 82% Black/AA: 43% Hispanic: 58% White: 60% ELL: 35% SWD: 21% Economically Disadvantaged: 47%		All: 58% Asian: 71% Black/African American: 47% Hispanic: 60% White: 60% ELL: 29% SWD: 20% Economically Disadvantaged: 52%	All: 63% Asian: 85% Black/African American: 53% Hispanic: 65% White: 67% ELL: 46% SWD: 34% Economically Disadvantaged: 56%	All: 67% Asian: 87% Black/African American: 57% Hispanic: 69% White: 70% ELL: 51% SWD: 41% Economically Disadvantaged: 60%	All: 71% Asian: 88% Black/African American: 62% Hispanic: 72% White: 73% ELL: 57% SWD: 47% Economically Disadvantaged: 65%	All: 74% Asian: 90% Black/African American: 67% Hispanic: 76% White: 77% ELL: 62% SWD: 54% Economically Disadvantaged: 69%	All: 78% Asian: 91% Black/African American: 72% Hispanic: 79% White: 80% ELL: 68% SWD: 61% Economically Disadvantaged: 74%
	<b>Reading Goal #5A:</b> Students within the sub-groups will reach AMOs in the state reading test.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5B.1. Students lack experiences and exposure to materials relating to cultural diversity.	5B.1. School will purchase culturally diverse reading materials, provide teachers with professional development workshops that focus on the importance of and methods for including cultural connections in the everyday classroom, and offer culturally-rich school wide events for students.	5B.1. Classroom teachers, Social Studies Committee, CRTs, and leadership team.	5B.1. Analysis of assessment data.	5B.1. FCAT	
<b>Reading Goal #5B:</b> Students within the sub-groups will make satisfactory progress in the state reading test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: Black: Hispanic: Asian: American Indian:					
	White: 60% Black: 47% Hispanic: 60% Asian: 71% American Indian: N/A	White: 63% Black: 48% Hispanic: 62% Asian: 84% American Indian: N/A						
			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
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Reading Goal #5C:</b> ELL students will make satisfactory progress in the state reading test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers need to incorporate strategies within the classroom to help support ELL students.	Provide teachers with training on differentiated instruction and ensure that all teachers are working towards their ESOL Endorsement.	Leadership Team, SSS, Classroom Teachers	Analysis of Assessment data  Review of Lesson Plans for evidence of ELL strategies	FCAT  Lesson Plans
	29%	46%					
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Reading Goal #5D:</b> ESE students will make satisfactory progress in the state reading test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers need to incorporate strategies within the classroom to help support ESE students.	Provide teachers with training on differentiated instruction	Leadership Team, SSS, ESE, Classroom Teachers	Analysis of Assessment data  Review of Lesson Plans for evidence of ESE strategies	FCAT  Lesson Plans
	20%	34%					
			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
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Reading Goal #5E:</b> Economically Disadvantaged students will make satisfactory progress in the state reading test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers need to incorporate strategies within the classroom to help support students who are economically disadvantaged.	Provide teachers with training on differentiated instruction	Leadership Team, SSS, ESE, Classroom Teachers	Analysis of Assessment data	FCAT
	52%	56%					
			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
Differentiation	All	CRT and leadership team	All teachers	PD days, Wednesday PD, and grade level meetings	Observations and LPs	CRTs and leadership team
Reading Strategies	All	CRT and leadership team	All teachers	PD days, Wednesday PD, and grade level meetings	Observations and LPs	CRTs and leadership team
Cultural Diversity	All	CRT and leadership team	All teachers	PD days, Wednesday PD, and grade level meetings	Observations and LPs	CRTs and leadership team
Marzano's Research-Based Strategies	All	CRT and leadership team	All teachers	PD days, Wednesday PD, and grade level meetings	Observations and LPs	CRTs and leadership team
Small Group Instruction and Guided Reading	All	CRT and leadership team	All teachers	PD days, Wednesday PD, and grade level meetings	Observations and LPs	CRTs and leadership team

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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
Research-Based Reading Programs	Scholastic Reading Inventory Kits, Leveled Text, Achieve 3000	General Fund: Textbook and Consumables	\$32,000.00
			<b>Subtotal: \$32,000</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase Student Engagement and Differentiated Instruction	Promethean Boards	Technology Budget	\$18,000.00
Utilizing online research-based reading programs	Student Laptops	Technology Budget	\$18,000.00
			<b>Subtotal: \$36,000</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
High-Yield Instructional Strategies	Marzano's <i>Classroom Instruction that Works</i> Book	Discretionary Fund	\$1,000.00
K-2 <sup>nd</sup> Framework for Reading Instruction	Daily Five	Discretionary Fund	\$600
			<b>Subtotal: \$1,600</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$69,600.00</b>

*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
<b>1. Students scoring proficient in listening/speaking.</b>		1.1	1.1	1.1	1.1	1.1
<b>CELLA Goal #1:</b> 2012 Current Percent of Students Proficient in Listening/Speaking: 93% <i>ELL students will increase proficiency in the Listening/Speaking portion of the CELLA.</i>	Teachers need to incorporate ESOL strategies within the classroom to help support ELL students.	Provide teachers with training on differentiated instruction and ensure that all teachers are working towards their ESOL Endorsement.	Leadership Team, SSS, Classroom Teachers	Analysis of Assessment data Review of Lesson Plans for evidence of ELL strategies	FCAT Lesson Plans	
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1	2.1	2.1	2.1	2.1
<b>CELLA Goal #2:</b> 2012 Current Percent of Students Proficient in Reading: 38% <i>ELL students will increase proficiency in the Reading portion of the CELLA.</i>	Teachers need to incorporate ESOL strategies within the classroom to help support ELL students.	Provide teachers with training on differentiated instruction and ensure that all teachers are working towards their ESOL Endorsement.	Leadership Team, SSS, Classroom Teachers	Analysis of Assessment data Review of Lesson Plans for evidence of ELL strategies	FCAT Lesson Plans	
	2.2.	2.2.	2.2.	2.2.	2.2.	
	2.3.	2.3.	2.3.	2.3.	2.3.	



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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		3.1	3.1	3.1	3.1	3.1
<b>CELLA Goal #3:</b> <i>ELL students will increase proficiency in the writing portion of the CELLA.</i>	2012 Current Percent of Students Proficient in Writing : 35%	Teachers need to incorporate ESOL strategies within the classroom to help support ELL students.	Provide teachers with training on differentiated instruction and ensure that all teachers are working towards their ESOL Endorsement.	Leadership Team, SSS, Classroom Teachers	Analysis of Assessment data  Review of Lesson Plans for evidence of ELL strategies	FCAT  Lesson Plans
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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**CELLA Budget** (Insert rows as needed)

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

*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1.1. Ensuring 100% student motivation on reaching goal.	1.1. Provide motivational rewards for individuals reaching a Level 3 or higher on the math portion of the three benchmark assessments and the math portion of the FCAT.	1.1. Classroom teachers, CRTs, leadership team.	1.1. Analysis of assessment data and annual student survey.	1.1. Benchmarks (1, 2, and 3) and FCAT.
<b>Mathematics Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Students will maintain or increase proficiency in the State Math Test.	49%	55%					
			1.2. Limited implementation of differentiated instruction.	1.2. Teachers will attend professional development trainings focused on differentiation.	1.2. Classroom teachers, CRTs, leadership team.	1.2. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	1.2. Benchmarks (1, 2, and 3) and FCAT.
			1.3. Limited understanding of effective math practices.	1.3. Focused professional development on teaching math conceptually and integrating into the content area. Focused professional development on embedded test-taking strategies.	1.3. Classroom teachers, CRTs, leadership team.	1.3. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	1.3. Benchmarks (1, 2, and 3) and FCAT.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2.1. Ensuring 100% student motivation on reaching goal	2.1. Provide motivational rewards for individuals reaching a Level 4 or higher on the math portion of the three benchmark assessments and the math portion of the FCAT.	2.1. Classroom teachers, CRTs, leadership team.	2.1. Analysis of assessment data and annual student survey.	2.1. Benchmarks (1, 2, and 3) and FCAT.
<b>Mathematics Goal #2A:</b>  100% of students will maintain or increase in proficiency level.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49% of students earned a score of 3, 4, or 5	51% of students will earn a score of 3, 4, or 5					
			2.2. Limited implementation of differentiated instruction.	2.2. Teachers will attend professional development trainings focused on differentiation.	2.2. Classroom teachers, CRTs, leadership team.	2.2. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	2.2. Benchmarks (1, 2, and 3) and FCAT.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Mathematics Goal #2B:</b>  Enter narrative for the goal in this box.	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.					
			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
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3.1. Ensuring 100% student motivation on reaching goal.	3.1. Provide motivational rewards for individuals making learning gains on the reading portion of the three benchmark assessments and the reading portion of the FCAT.	3.1. Classroom teachers, CRTs, leadership team.	3.1. Analysis of assessment data and annual student survey.	3.1. Benchmarks (1, 2, and 3) and FCAT.
<b>Mathematics Goal #3A:</b> 100% students will make learning gains in Math.	2012 Current Level of Performance:* 60%	2013 Expected Level of Performance:* 62%					
			3.2. Limited implementation of differentiated instruction.	3.2. Teachers will attend professional development trainings focused on differentiation. Teachers will use data to target areas of deficiency when creating IFPs.	3.2. Classroom teachers, CRTs, leadership team.	3.2. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	3.2. Benchmarks (1, 2, and 3) and FCAT.
			3.3. Limited understanding of effective math practices.	3.3. Focused professional development on teaching math conceptually and integrating into the content area.	3.3. Classroom teachers, CRTs, leadership team.	3.3. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	3.3. Benchmarks (1, 2, and 3) and FCAT.
			3.4. Limited implementation of small group instruction in the area of math.	3.4. Teachers will attend professional development trainings focused on small group instruction in the area of math. Teachers will use data to target areas of deficiency when creating IFPs.	3.4. Classroom teachers, CRTs, leadership team.	3.4. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	3.4. Benchmarks (1, 2, and 3) and FCAT.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<b>Mathematics Goal #3B:</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4.1. Full participation of students in intervention programs.	4.1. Offer multiple opportunities for students to receive interventions, including, but not limited to in-class support, middle school intensive math classes, pull-out intervention services, free after-school tutoring.	4.1. Classroom teachers, co-teachers, CRTs, leadership team.	4.1. Evaluation of data and classroom observations.	4.1. Quarterly benchmarks, classroom assessments, FCAT.
<b>Mathematics Goal #4:</b>  100% of students in the lowest 25% will make significant gains in Math.	2012 Current Level of Performance:* 54%	2013 Expected Level of Performance:* 57%					
			4.2. Limited implementation of differentiated instruction.	4.2. Teachers will attend professional development trainings focused on differentiation.	4.2. Classroom teachers, CRTs, leadership team.	4.2. Analysis of assessment data, teacher evaluations of professional development, walkthroughs, teacher survey.	4.2. Benchmarks (1, 2, and 3) and FCAT.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.



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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> All: 51% Asian: 88% Black/AA: 33% Hispanic: 51% White: 55% ELL: 42% SWD: 26% Economically Disadvantaged: 43%	All: 49% Asian: 79% Black/African American: 36% Hispanic: 48% White: 51% ELL: 37% SWD: 15% Economically Disadvantaged: 40%	All: 59% Asian: 90% Black/African American: 44% Hispanic: 59% White: 63% ELL: 52% SWD: 38% Economically Disadvantaged: 53%	All: 63% Asian: 91% Black/African American: 50% Hispanic: 63% White: 66% ELL: 57% SWD: 45% Economically Disadvantaged: 57%	All: 67% Asian: 92% Black/African American: 55% Hispanic: 67% White: 70% ELL: 61% SWD: 51% Economically Disadvantaged: 62%	All: 71% Asian: 93% Black/African American: 61% Hispanic: 71% White: 74% ELL: 66% SWD: 57% Economically Disadvantaged: 67%	All: 76% Asian: 94% Black/African American: 67% Hispanic: 76% White: 78% ELL: 71% SWD: 63% Economically Disadvantaged: 72%	
	<b>Mathematics Goal #5A:</b> Students within the sub-groups will reach AMOs in the state reading test.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>		5B.1. Students lack experiences and exposure to materials relating to cultural diversity.	5B.1. School will purchase culturally diverse reading materials, provide teachers with professional development workshops that focus on the importance of and methods for including cultural connections in the everyday classroom, and offer culturally-rich school wide events for students.	5B.1. Classroom teachers, Social Studies Committee, CRTs, and leadership team.	5B.1. Analysis of assessment data.	5B.1. FCAT		
<b>Mathematics Goal #5B:</b> Students within the sub-groups will make satisfactory progress in the state math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: Black: Hispanic: Asian: American Indian:					
	White: 51% Black: 36% Hispanic: 48% Asian: 79% American Indian: N/A	White: 63% Black: 44% Hispanic: 59% Asian: 90% American Indian: N/A						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Mathematics Goal #5C:</b> ELL Students will make satisfactory progress in the state math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers need to incorporate strategies within the classroom to help support ELL students.	Provide teachers with training on differentiated instruction and ensure that all teachers are working towards their ESOL Endorsement.	Leadership Team, SSS, Classroom Teachers	Analysis of Assessment data Review of Lesson Plans for evidence of ELL strategies	FCAT Lesson Plans
	37%	52%					
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Mathematics Goal #5D:</b> ESE Students will make satisfactory progress in the state math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers need to incorporate strategies within the classroom to help support ESE students.	Provide teachers with training on differentiated instruction	Leadership Team, SSS, ESE, Classroom Teachers	Analysis of Assessment data Review of Lesson Plans for evidence of ESE strategies	FCAT Lesson Plans
	15%	38%					
			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
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Mathematics Goal</b> <b>#5E:</b>  Students who are economically disadvantaged will make satisfactory progress in the state math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers need to incorporate strategies within the classroom to help support students who are economically disadvantaged.	Provide teachers with training on differentiated instruction	Leadership Team, SSS, ESE, Classroom Teachers	Analysis of Assessment data	FCAT
	40%	53%					
			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: (\*RCSSL data & goals for Middle School can be found in the above Elementary section due to combined data reports and school-wide goal-setting for a K-8 building)**

\* 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
<b>IA. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			IA.1.	IA.1.	IA.1.	IA.1.	IA.1.
<b>Mathematics Goal #1A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			IA.2.	IA.2.	IA.2.	IA.2.	IA.2.
			IA.3.	IA.3.	IA.3.	IA.3.	IA.3.
<b>IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			IB.1.	IB.1.	IB.1.	IB.1.	IB.1.
<b>Mathematics Goal #1B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			IB.2.	IB.2.	IB.2.	IB.2.	IB.2.
			IB.3.	IB.3.	IB.3.	IB.3.	IB.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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Mathematics Goal #2A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <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.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Mathematics Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Mathematics Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>  <b>Mathematics Goal #5B:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	



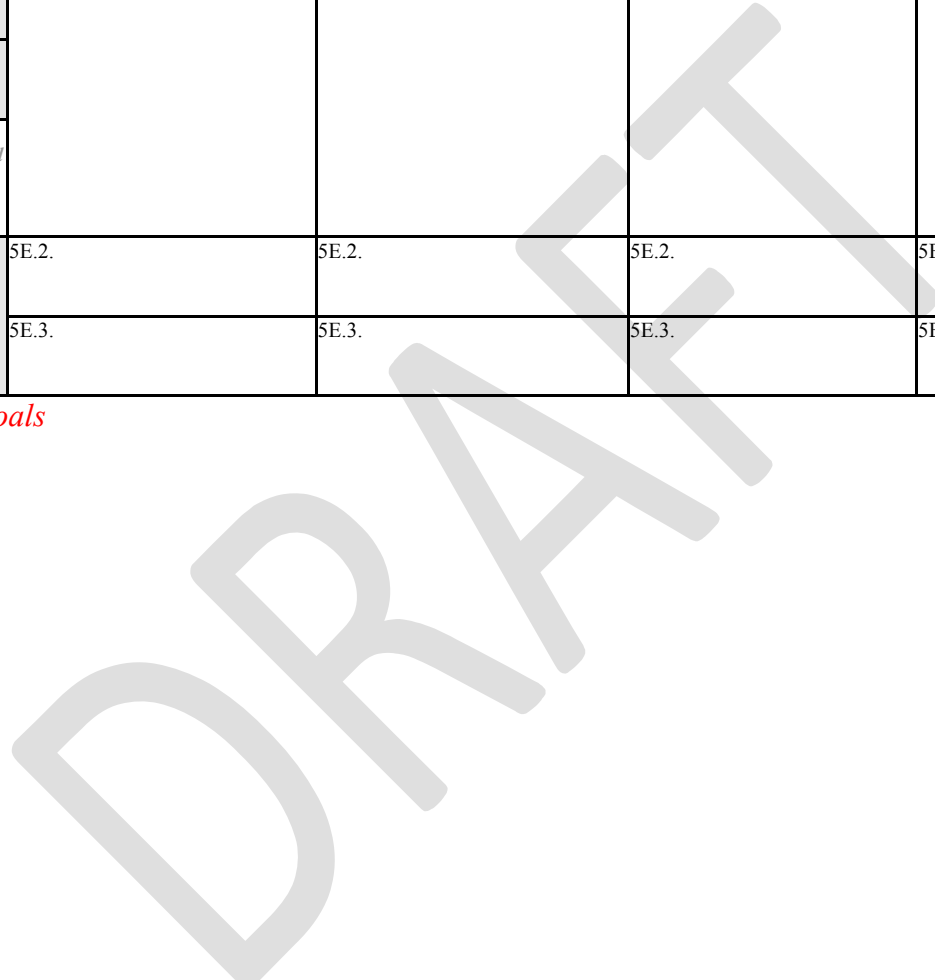
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process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

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

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

*End of Middle School Mathematics Goals*



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

**Florida Alternate Assessment High School Mathematics Goals**

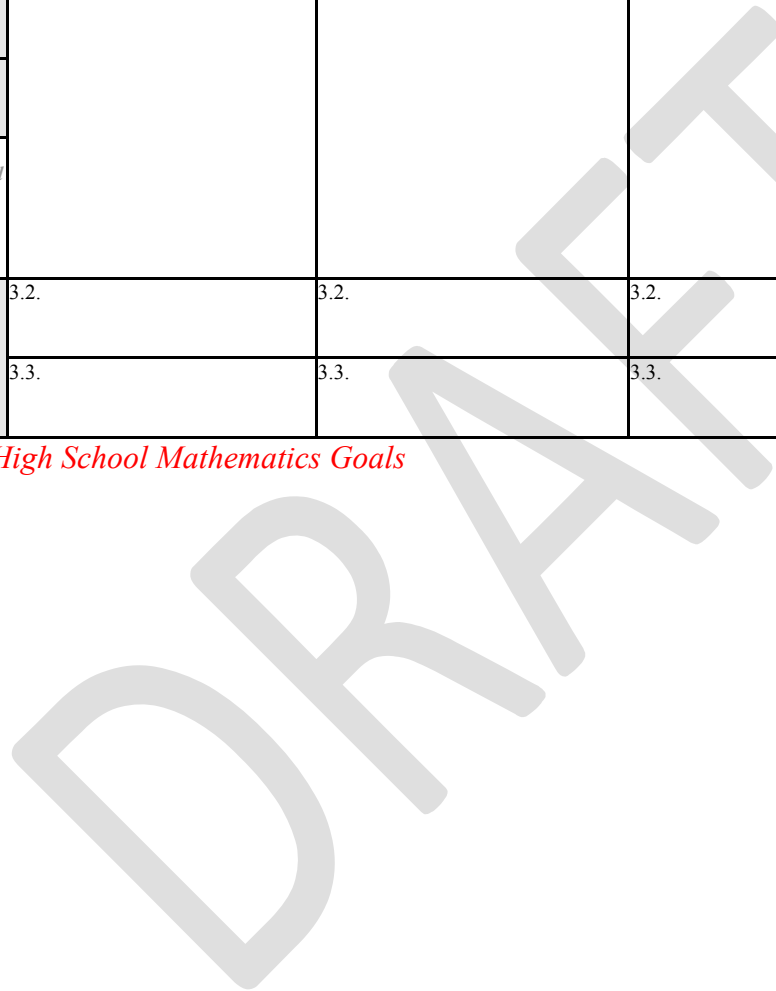
\* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

<b>High School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Mathematics Goal #1:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> 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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Mathematics Goal #2:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

*End of Florida Alternate Assessment High School Mathematics Goals*



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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Ensuring that students have an adequate foundation in mathematics before becoming enrolled in Algebra.	Provide students with an entrance exam in order to become enrolled in Algebra I.	Leadership Team, Math teachers	Analysis of assessment data and annual student survey.	EOC exam
100% of students will reach the proficiency level.	51% (36)	75%					
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Ensuring that students have an adequate foundation in mathematics before becoming enrolled in Algebra.	Provide students with an entrance exam in order to become enrolled in Algebra I.	Leadership Team, Math teachers	Analysis of assessment data and annual student survey.	EOC exam
100% of students will reach the proficiency level.	16% (11)	25%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

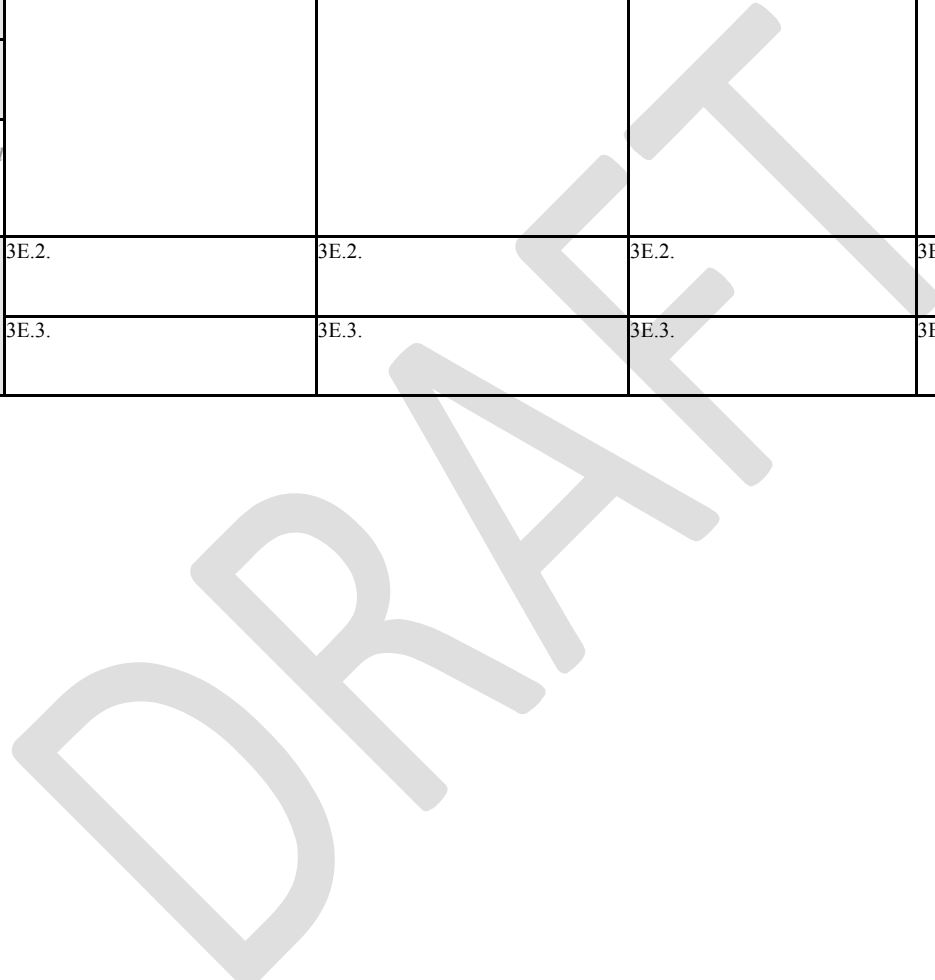
**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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

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

*End of Algebra 1 EOC Goals*





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

**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
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: 100% of students taking the Geometry EOC will reach proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Ensuring that students have an adequate foundation in mathematics before becoming enrolled in Geometry.	Only students who pass the Algebra class and EOC will be enrolled in Geometry.	Leadership Team, Math teachers	Analysis of assessment data and annual student survey.	EOC exam
	38% (12)	50%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: 100% of students taking the Geometry EOC will reach proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Ensuring that students have an adequate foundation in mathematics before becoming enrolled in Geometry.	Only students who pass the Algebra class and EOC will be enrolled in Geometry.	Leadership Team, Math teachers	Analysis of assessment data and annual student survey.	EOC exam
	N/A	25%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  Geometry Goal #3A:  Data not available.	<b>Baseline data 2011-2012</b>						
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
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>  Geometry Goal #3B:  Data not available.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

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

*End of Geometry EOC Goals*

### Mathematics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Differentiation	All	CRT and leadership team	All teachers	Early Release, PD days, and grade level meetings	Observations and LPs	CRTs and leadership team
Marzano's Research-Based Strategies	All	CRT and leadership team	All teachers	Early Release, PD days, and grade level meetings	Observations and LPs	CRTs and leadership team
Math Academy	All	CRT and leadership team	All teachers	Early Release, PD days, and grade level meetings	Observations and LPs	CRTs and leadership team
Small Group Instruction in Math	All	CRT and leadership team	All teachers	Early Release, PD days, and grade level meetings	Observations and LPs	CRTs and leadership team

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 Revised October 1, 2012

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

**Mathematics Budget** (Insert rows as needed)

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

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>IA. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1.1. Science FCAT is only tested in 5 <sup>th</sup> and 8 <sup>th</sup> grades.	1.1. All grade levels are required to teach weekly inquiry-based science labs. Cross-curricular collaboration among all grades.	1.1. CRTs, leadership team, and classroom teachers	1.1. Focused walkthroughs, observations, LPs	1.1. FCAT scores and classroom assessments
<b>Science Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Student will maintain or increase achievement level in Science.	42%	48%					
			1.2. Limited understanding of how to effectively teach standards-based and inquiry-based science.	1.2. Focused professional development in the area of science for grades 3-8. Focused professional development on embedded test-taking strategies.	1.2. CRTs, leadership team, and classroom teachers	1.2. Focused walkthroughs, observations, LPs	1.2. FCAT scores and classroom assessments
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Science Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2A:</b> Students will maintain or increase in their achievement level	2012 Current Level of Performance:* 42% at 3, 4, or 5	2013 Expected Level of Performance:* 48% will be at 3, 4, or 5	Science FCAT is only tested in 5 <sup>th</sup> and 8 <sup>th</sup> grades.	All grade levels are required to teach weekly inquiry-based science labs. Cross-curricular collaboration among all grades.	CRTs, leadership team, and classroom teachers	Walkthroughs, observations, LPs	FCAT scores and classroom assessments
			2.2.	2.2.	2.2.	2.2.	2.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Science Goal #2B:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

*End of Elementary and Middle School Science Goals*



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

**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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Science Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*

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 Revised October 1, 2012**

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

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

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

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Biology 1 Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Biology 1 Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology I EOC Goals*

**August 2012**

**Rule 6A-1.099811**

**Revised October 1, 2012**

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Instructional Strategies	K-8	Middle School Science teachers and leadership team	All teachers	Grade :Level Meetings and PD days	Lead Science teacher will collaborate with science teachers on strategies and provide with hands on activities and labs	Leadership team and CRTs
Technology	K-8	Principal, Assistant Principal, CRT's, IT Dept	All teachers	Grade Level Meetings and PD days	Implementation of and use of student response systems, Promethean interactive boards, use of United Streaming digital video library	Principal, Assistant Principal, CRT, Lead Teacher
Embedded Test-Taking Strategies	Principal, Assistant Principal, CRT's, IT Dept	All teachers	Grade Level Meetings and PD days	Implementation of and use of student response systems, Promethean interactive boards, use of United Streaming digital video library	Principal, Assistant Principal, CRT, Lead Teacher	Principal, Assistant Principal, CRT's, IT Dept

**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
Integration of authentic non-fiction literature into the content area.	Non-Fiction Text	Library Fund	\$3,000.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

August 2012  
 Rule 6A-1.099811  
 Revised October 1, 2012

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

Other			
Strategy	Description of Resources	Funding Source	Amount
Hands-On Learning Strategies	Engaging Science Units for Hands-on learning	Teacher Consumables	\$1,000.00
			<b>Subtotal:</b>
			<b>Total: \$4,000</b>

*End of Science Goals*

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

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Writing Goal #1A: Students will maintain or increase writing proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teaching language arts skills in isolation.	Teachers will target areas of deficiency based on FCAT data and writing prompts. Teachers will embed language arts skills within writing instruction and composition.	Teachers, CRTs, and leadership team	Bi-monthly writing prompts will be administered to students. Targeted walkthroughs.	Writing prompt results
	80%	83%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Limited understanding of how to effectively teach writing through Writer’s Workshop.	Targeted professional development in the area of Writer’s Workshop.	Teachers, CRTs, and leadership team	Bi-weekly writing prompts will be administered to students.	Writing prompt results
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Writer's Workshop	3-8	Leadership Team	3-8 Language Arts Teachers	PD Days and Wednesday PDs	Walkthroughs	Leadership Team
Common Core Writing	K-2	Leadership Team	K-2 Teachers	PD Days and Wednesday PDs	Walkthroughs	Leadership Team

**Writing Budget** (Insert rows as needed)

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

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

			<b>Subtotal:</b>
			<b>Total:</b>

*End of Writing Goals*

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

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Civics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

**Civics Professional Development**

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

**Civics Budget (Insert rows as needed)**

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

*End of Civics Goals*

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	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.

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

**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

**August 2012**

**Rule 6A-1.099811**

**Revised October 1, 2012**

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

**Attendance Goal(s)**

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<p>Reduce the number of absences and tardies by encouraging and implementing additional forms of communication and strategies.</p>			Lack of understanding of the compulsory attendance policy.	<p>Parental communication to explain compulsory attendance policy.</p> <p>Implementation of RTI</p>	Classroom teachers, guidance counselor, registrar, and attendance specialist	The personnel responsible for monitoring will ensure parental communication by keeping track record of absences and tardiness. Absences will be monitored on a quarterly basis.	Attendance rate calculator tool.
<b>Attendance Goal #1:</b>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Inconsistent implementation of the attendance policy by school personnel.	Educate staff on their role in helping to improve attendance rates.	Classroom teachers, guidance counselor, registrar, and attendance specialist	Monitoring of attendance rate and the distribution of attendance letters on a quarterly basis.	Attendance rate calculator tool.

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

		1.3.	1.3.	1.3.	1.3.	1.3.
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>



*End of Attendance Goals*

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

**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					
<b>1. Suspension</b>			1.1.	1.1.	1.1.	1.1.	1.1.					
<b>Suspension Goal #1:</b> Reduce the number of suspensions.	<u>2012 Total Number of In-School Suspensions</u> <i>Enter numerical data for current number of in-school suspensions</i>	<u>2013 Expected Number of In-School Suspensions</u> <i>Enter numerical data for expected number of in-school suspensions</i>	Limited knowledge of RTI for behavior	Provide teachers with training on strategies to meet students behavioral needs and utilize the Problem-Solving Team for support.	Leadership Team, SSS, Classroom Teachers	Analyze referral and suspension data; number of students discussed at the PST.	Referral and suspension data					
	<u>2012 Total Number of Students Suspended In-School</u> <i>Enter numerical data for current number of students suspended in-school</i>	<u>2013 Expected Number of Students Suspended In-School</u> <i>Enter numerical data for expected number of students suspended in-school</i>										
	<u>2012 Total Number of Out-of-School Suspensions</u> <i>Enter numerical data for current number of students suspended out-of-school</i>	<u>2013 Expected Number of Out-of-School Suspensions</u> <i>Enter numerical data for expected number of students suspended out-of-school</i>										
	<u>2012 Total Number of Students Suspended Out-of-School</u> <i>Enter numerical data for current number of students suspended out-of-school</i>	<u>2013 Expected Number of Students Suspended Out-of-School</u> <i>Enter numerical data for expected number of students suspended out-of-school</i>										
								1.2.	1.2.	1.2.	1.2.	1.2.
								1.3.	1.3.	1.3.	1.3.	1.3.

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline with Dignity	K-8	DWD Team	All staff	August and ongoing	Monthly meetings	Leadership Team

**Suspension Budget (Insert rows as needed)**

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

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Dropout Prevention Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

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

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

**Dropout Prevention Budget** (Insert rows as needed)

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

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

**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

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

**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*



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

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

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

**STEM Professional Development**

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

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

**STEM Budget (Insert rows as needed)**

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

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

**CTE Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CTE Goal(s)*

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**Additional Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>  <i>Enter numerical data for current goal in this box.</i>	<u>2013 Expected Level :*</u>  <i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goals Professional Development**

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

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

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

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

*End of Additional Goal(s)*

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

**Final Budget** (Insert rows as needed)

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

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

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

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.

Describe the projected use of SAC funds.	Amount