

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Hollywood Academy of Arts & Science (Elem 5325& MS 5362)	District Name: Broward
Principal: Ms. Donte' Fulton-Collins	Superintendent: Mr. Robert W. Runcie
SAC Chair: Ms. Sherry Pallavicini	Date of School Board Approval:

Student Achievement Data:

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](#)

Highly Effective Administrators

List your school's highly effective 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	Donte' Fulton-Collins	Bachelor of Arts in English Master of Arts in Curriculum and Instruction Professional Educator's Certificate includes English Grades 6-12 /Educational Leadership (All Levels)	6	7 th year	2006-2010 Elem A MS A 2011-2012 School Grade = Elem A MS A Read Prof. = Elem 67% MS 83% Read Pts for Gains = Elem 73 MS 84 Read Gains for Low 25% = Elem 83 MS 81 Math Prof = Elem 74% MS 84% Math Pts for Gains = Elem 69 MS 84 Math Gains for Low 25% = Elem 75 MS 83 Science Prof = Elem 48% MS 66% Writing Prof = Elem 75% MS 89%

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Elementary Assistant Principal	Sherry Pallavicini	Bachelor of Science in Elementary Education Master of Science in Educational Leadership Professional Educator's Certificate includes Elementary Education K-6/Educational Leadership (All Levels)/ESOL Endorsement	6	2 nd year	2006-2010 Elem A MS A 2011-2012 School Grade = Elem A MS A Read Prof. = Elem 67% MS 83% Read Pts for Gains = Elem 73 MS 84 Read Gains for Low 25% = Elem 83 MS 81 Math Prof = Elem 74% MS 84% Math Pts for Gains = Elem 69 MS 84 Math Gains for Low 25% = Elem 75 MS 83 Science Prof = Elem 48% MS 66% Writing Prof = Elem 75% MS 89%
Middle School Assistant Principal	Jacob Goldberg	Bachelor of Art in Business Administration Master of Science in Leisure Studies Master of Science in Educational Leadership Professional Educator's Certificate includes Business Education 6-12/Social Science 6-12/Educational Leadership (All Levels)	1 st year	1 st year	

Highly Effective Instructional Coaches

List your school's highly effective 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cynthia Gwyn	Bachelor's in Elementary Education	5	2 nd year	2011-2012 School Grade = Elem A MS A Read Prof. = Elem 67% MS 83%

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		Professional Educator's Certificate includes Elementary Education K-6/ESOL Endorsement			Read Pts for Gains = Elem 73 MS 84 Read Gains for Low 25% = Elem 83 MS 81 Math Prof = Elem 74% MS 84% Math Pts for Gains = Elem 69 MS 84 Math Gains for Low 25% = Elem 75 MS 83 Science Prof = Elem 48% MS 66% Writing Prof = Elem 75% MS 89%
Math & Science	Deborah Smith		2	1 st year	2011-2012 School Grade = Elem A MS A Read Prof. = Elem 67% MS 83% Read Pts for Gains = Elem 73 MS 84 Read Gains for Low 25% = Elem 83 MS 81 Math Prof = Elem 74% MS 84% Math Pts for Gains = Elem 69 MS 84 Math Gains for Low 25% = Elem 75 MS 83 Science Prof = Elem 48% MS 66% Writing Prof = Elem 75% MS 89%

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Interview Committee	Donte' Fulton-Collins Sherry Pallavicini Jacob Goldberg	August 3, 2012	
2. Recruitment Fairs	Donte' Fulton-Collins Sherry Pallavicini	April-June 2012	
3. New Teacher Induction	CSUSA & HAAS	August 6-8, 2012	
4. Teacher Learning Community	Cynthia Gwyn	August 2012 - June 2013	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
76	33% (25)	38% (29)	25% (19)	.03% (3)	25% (19)		.07% (5)	0%	53% (40)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Team Leaders	New Team Members	Experienced team leaders to new team members to provide support in school processes, procedures, lesson planning, child study, etc.	Team leaders and their team members meet in weekly team meetings. Team leaders are also available daily before and after school, and during planning periods to meet with team members as needed.

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.

<p>Title I, Part A</p> <p>Title I funding is utilized to hire additional staff members that are not allocated in our annual budget, which includes a Reading Coach and a Reading Support person. Services are provided to ensure students requiring additional remediation are assisted in push-in and pull-out programs in the school. The Reading Coach with the assistance of the Reading Support person develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches; assists with the design and implementation of progress monitoring, data collection and data analysis of the FAIR testing and CSUSA Benchmark testing.; and participates in the design and delivery of professional development for the staff.</p>
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Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) Hollywood Academy of Arts and Science identifies students in need of academic support and offers supplemental academic instruction through a tutorial program. The tutorial program includes Reading, Mathematics, and Writing sessions and is scheduled after school in order to meet the needs of all students.
Violence Prevention Programs The school's curriculum incorporates programs and activities that promote non-violence and anti-drug prevention. The school also has a partnership with the Clarion Council which emphasizes character throughout the curriculum.
Nutrition Programs The National School Lunch Program is utilized at Hollywood Academy of Arts and Science. The School Food Service Program, school breakfast, school lunch, and aftercare snacks, follow the Healthy Food and Beverage Guidelines as per the District Wellness Policy. Also, Nutrition Education, as per state statute, is taught through health and physical education.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The school based RtI Leadership Team includes the school's administration, reading coach, and ESE specialist.

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

The school based RtI Team meets weekly to analyze and disaggregate formative data. The team reviews instructional focus calendars and creates intervention and remediation plans to aid students that are struggling with concepts and standards. The team also disaggregates data to ensure that enrichment is provided for students that have mastered concepts.

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

The RtI Leadership Team has an important role in the development and implementation of the SIP. The team analyzes and disaggregates data to help drive instruction. The team also monitors the plan to ensure that goals are being met and student achievement is positively impacted.

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. General education teachers and the RtI Leadership Team analyze benchmark data through Discovery Education and the CSUSA Student Information System (SIS) to house, categorize, and summarize student data.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will train the staff on RtI during pre-planning week. The RtI Leadership Team will also provide follow-up training throughout the year to ensure that all staff understand and implement the RtI process.

Describe plan to support MTSS.

The RtI Leadership Team will provide ongoing support through administrative data chats, grade level team meetings, and Professional Learning Communities for support and assistance through the tiers of RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Donte' Fulton-Collins, Sherry Pallavicini, Cynthia Gwyn, and Reading Support

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

The school-based Literacy Leadership Team will meet on a weekly basis throughout the school year. The team will analyze and disaggregate data to determine content mastery and proficiency, as well as drive curriculum and instruction. Feedback will also be utilized to assist with the creation and facilitation of intervention and enrichment strategies that will be implemented, facilitated, and integrated across the curriculum: Data Chats, Classroom Walkthroughs, Professional Development, Curriculum Mapping, Assessment Planning, Teacher Support, and Curriculum Choices.

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

The analysis of RtI, differentiated instruction and student engagement will be the major initiatives of the school-based Literacy Leadership Team. The goal is for students to master specific standards which will positively affect their standardized test scores.

Public School Choice

- Supplemental Educational Services (SES) Notification

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Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

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

N/A

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Teaching reading strategies is the responsibility of every teacher. The school literacy team will ensure that every teacher is teaching reading strategies by conducting lesson plan reviews, classroom walkthroughs using walkthrough forms, and leadership team data chats.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(g)(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?

N/A

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?

N/A

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](#).

N/A

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PART II: EXPECTED IMPROVEMENTS
Elementary and Middle School Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	1a.1. Create and revise PD calendar as needed for PLCs.	1a.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	1a.1. PD Calendar PLC Data Chats	1a.1. Benchmark assessments FCAT
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
Elem 45 % of students will score at a level 3 on the 2013 Reading FCAT.	Elem 27%	Elem 45%					
MS 40% of students will score at a level 3 on the 2013 Reading FCAT.	MS 37%	MS 40%					
			1a.2. Need for more implementation of researched based instructional strategies in lessons	1a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	1a.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	1a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	1a.2. Walkthrough and observation form
			1a.3. Unknown student data on new students and those from private or home school. Need for RTI training and follow through.	1a.3. Obtain students' cum folder and analyze student benchmark scores. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RTI process.	1a.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	1a.3. Weekly assessments to monitor progress and child study teams tracking student benchmark data.	1a.3. Student progress and performance data.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.

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Reading Goal #1b: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	2a.1. Create and revise PD calendar as needed for PLCs. Teachers create and implement challenging and engaging lessons.	2a.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	2a.1. PD Calendar PLC Lesson plans Weekly assessments	2a.1. Benchmark Assessments and FCAT
Reading Goal #2a: <i>Enter narrative for the goal in this box.</i> Elem 45% of students will score at a level 4 or a 5 on the 2013 Reading FCAT. MS 50% of students will score at a level 4 or a 5 on the 2013 Reading FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> Elem 41% MS 46%	<i>Enter numerical data for expected level of performance in this box.</i> Elem 45% MS 50%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3.	2a.3.	2a.3.	2a.3.	2a.3.

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		goals.	higher goals.		Benchmark Assessments	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2b.1. N/A	2b.1.	2b.1.	2b.1.	2b.1.
Reading Goal #2b: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A				
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.		3a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	3a.1. Create and revise PD calendar as needed for PLCs.	3a.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	3a.1. Child study teams monitoring /tracking student progress and benchmark data chats.	3a.1. Student progress and performance data.
Reading Goal #3a: <i>Enter narrative for the goal in this box.</i> Elem 75% of students will make learning gains on the 2013 Reading FCAT. MS 96% of students will	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i> Elem 73 MS 94	<i>Enter numerical data for expected level of performance in this box.</i> Elem 75 MS 96				

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make learning gains on the 2013 Reading FCAT.	<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>					
	Elem 73 MS 94	Elem 75 MS 96					
			3a.2. Need for more implementation of researched based instructional strategies in lessons.	3a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	3a.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	3a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	3a.2. Walkthrough and observation form
		3a.3. Need for RtI training and follow through.	3a.3. Ongoing PD and ongoing child study team meetings to determine interventions in tiers of the RtI process.	3a.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	3a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	3a.3. Student progress and performance data	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. N/A	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A	N/A	N/A					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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Reading Goal #4a: <i>Enter narrative for the goal in this box.</i> Elem 85% of students in the lowest 25% will make learning gains on the 2013 Reading FCAT. MS 83% of students in the lowest 25% will make learning gains on the 2013 Reading FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	planning, differentiated instruction and student engagement.	PLCs.	Jacob Goldberg Cynthia Gwyn Deborah Cardoso	Data Chats		
	<i>Enter numerical data for current level of performance in this box.</i> Elem 83 MS 81	<i>Enter numerical data for expected level of performance in this box.</i> Elem 85 MS 83						
				4a.2. Need for more implementation of researched based instructional strategies in lessons.	4a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	4a.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	4a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	4a.2. Walkthrough and observation form
				4a.3. Need for RtI training and follow through.	4a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RTI process.	4a.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	4a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	4a.3. Student progress and performance data
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1. N/A	4b.1.	4b.1.	4b.1.	4b.1.	
Reading Goal #4b: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A.						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3.		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years the school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2011-2012</p>												
<p>Reading Goal #5A: <i>Enter narrative for the goal in this box.</i></p>													
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>						
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>			<p>5B.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.</p>	<p>5B.1. Create and revise PD calendar as needed for PLCs.</p>	<p>5B.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso</p>	<p>5B.1. PD Calendar PLC Data Chats</p>	<p>5B.1. Benchmark assessments and FCAT</p>						
<p>Reading Goal #5B: <i>Enter narrative for the goal in this box.</i></p> <p>Elem & MS 93% of students, student subgroups by ethnicity (White, Black, Hispanic, Asian, and American Indian) will make satisfactory progress in reading.</p>			<table border="1"> <tr> <td data-bbox="569 792 638 878"> <p>2012 Current Level of Performance:*</p> </td> <td data-bbox="638 792 772 878"> <p>2013 Expected Level of Performance:*</p> </td> </tr> <tr> <td data-bbox="569 878 638 1208"> <p><i>Enter numerical data for current level of performance in this box.</i></p> <p>No Data available White: Black: Hispanic: Asian: American Indian:</p> </td> <td data-bbox="638 878 772 1208"> <p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>Elem & MS White: 93% Black: 93% Hispanic: 93% Asian: 93% American Indian: 93%</p> </td> </tr> </table>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>No Data available White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>Elem & MS White: 93% Black: 93% Hispanic: 93% Asian: 93% American Indian: 93%</p>	<p>5B.2. Need for more implementation of researched based instructional strategies in lessons.</p> <p>5B.3. Need for RtI training and follow through</p>	<p>5B.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.</p> <p>5B.3. Ongoing PD and ongoing child study team meetings to</p>	<p>5B.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso</p> <p>5B.3. Donte Fulton-Collins Sherry Pallavicini</p>	<p>5B.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.</p> <p>5B.3. Child study teams monitoring/tracking student progress and benchmark data chats.</p>	<p>5B.2. Walkthrough and observation form</p> <p>5B.3. Student progress and performance data</p>	
<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>												
<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>No Data available White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>Elem & MS White: 93% Black: 93% Hispanic: 93% Asian: 93% American Indian: 93%</p>												

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			determine interventions in the tiers of the RTI process.	Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5C.1. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5C.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso ELL Committee	5C.1. PD Calendar PLC Data Chats	5C.1. Benchmark assessments and FCAT
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i> Elem & MS 93% of ELL students will make satisfactory progress in reading.	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> No Data available	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> Elem & MS 93%					
	5C.2. Need for more implementation of researched based instructional strategies in lessons.			5C.2. Create and revise PD calendar as needed for PLCs, classroom walkthroughs and teacher observations.	5C.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	5C.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5C.2. Walkthrough and observation form
	5C.3. Need for RTI training and follow through.			5C.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RTI process.	5C.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	5C.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5C.3. Student progress and performance data
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5D.1. Create and revise PD calendar as needed for PLCs.	5D.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Cynthia Gwyn Deborah Cardoso	5D.1. PD Calendar PLC Data Chats	5D.1. Benchmark assessments and FCAT
Reading Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Elem & MS 93% of students with disabilities will make satisfactory progress in reading.	<i>Enter numerical data for current level of performance in this box.</i> No Data available	<i>Enter numerical data for expected level of performance in this box.</i> Elem & MS 93%					
			5D.2. Need for more implementation of researched based instructional strategies in lessons.	5D.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5D.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	5D.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5D.2. Walkthrough and observation form
			5D.3. Need for RTI training and follow through.	5D.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RTI process.	5D.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	5D.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5D.3. Student progress and performance data
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5E.1. Create and revise PD calendar as needed for PLCs.	5E.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	5E.1. PD Calendar PLC Data Chats	5E.1. Benchmark assessments and FCAT
Reading Goal #5E: <i>Enter narrative for the goal in this box.</i> Elem & MS 93% of ED students will make satisfactory progress in reading.	2012 Current Level of Performance: * *	2013 Expected Level of Performance: * *					
		<i>Enter numerical data for current level of performance in this box.</i> No Data available	<i>Enter numerical data for expected level of performance in this box.</i> Elem & MS 93%				
			5E.2. Need for more implementation of researched based instructional strategies	5E.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher	5E.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn	5E.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5E.2. Walkthrough and observation form

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		in lessons.	observations.	Deborah Cardoso		
		5E.3. Need for RtI training and follow through.	5E.3. Ongoing PD and ongoing child study meetings to determine interventions in the tiers of the RtI process.	5E.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	5E.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5E.3. Student progress and performance data

Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson planning, differentiated instruction and student engagement	K-8	Cynthia Gwyn, Reading Coach Deborah Cardoso, CRT & PD Coordinator Sherry Pallavicini, AP & PD Facilitator	K-2, 3-5, 6-8	Weekly	Weekly PLC Communication Form Weekly sign-in/out sheet End of course follow-up assignment 80% participation/attendance required	Deborah Cardoso

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Elem Reading	Texts and consumables	General	\$54,258.74
MS Reading			\$30,823.00
			Subtotal: \$85,081.74
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Elem The Daily 5: Fostering Literacy	PLC study		325.00
MS Total Participation Techniques	PLC study		170.55
			Subtotal: \$495.55
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$85,577.29

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Vocabulary deficiency	1.1. Classroom teachers will utilize ESOL Strategies Matrix and implement specific ESOL vocabulary strategies in lesson plans and in instruction to increase students' vocabulary skills.	1.1. Classroom Teachers ESOL Coordinator ELL Committee	1.1. Classroom teacher's observation Vocabulary assessments	1.1. IPT CELLA
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>					
Elem: 51% of ELL students will score proficient in Listening/Speaking.	Elem 49%	1.2. Need for individualized assistance/instruction	1.2. Intervention in a small group setting (da Vinci Reading pull out) for individualized assistance/instruction	1.2. Classroom Teachers ESOL Coordinator ELL Committee	1.2. Classroom teacher's observation da Vinci Reading pull out	1.2. IPT CELLA
MS: 77% of ELL students will score proficient in Listening/Speaking.	MS 75%					
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.1. Comprehension	2.1. Classroom teachers will utilize researched based instructional strategies to teach reading skills in order to increase students' comprehension in reading.	2.1. Classroom Teachers ESOL Coordinator ELL Committee	2.1. Classroom teacher's observation and reading comprehension assessments	2.1. Benchmark assessments IPT CELLA FCAT
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>					

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<i>box.</i> Elem: 36% of ELL students will score proficient in reading. MS: 52% of ELL students will score proficient in reading.	<i>Enter numerical data for current level of performance in this box.</i> Elem 34% MS 50%		comprehension in reading.			
		2.2. Need for individualized assistance/instruction	2.2. Classroom teachers will utilize researched based instructional strategies to teach reading skills in order to increase students' comprehension in reading.	2.2. Classroom Teachers ESOL Coordinator ELL Committee	2.2. Classroom teacher's observation and reading comprehension assessments	2.2. Benchmark assessments IPT CELLA FCAT
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		2.1. Vocabulary deficiency	2.1. Classroom teachers will utilize ESOL Strategies Matrix and implement specific ESOL vocabulary strategies in lesson plans and in instruction to increase students' vocabulary skills.	2.1. Classroom Teachers ESOL Coordinator ELL Committee	2.1. Lesson plan reviews Classroom teacher's observation Vocabulary assessments	2.1. Benchmark assessments IPT CELLA FCAT
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i> Elem: 43% of ELL students will score proficient in writing. MS: 52% of ELL students will score proficient in writing.	2012 Current Percent of Students Proficient in Writing : <i>Enter numerical data for current level of performance in this box.</i> Elem 41% MS 50%					
		2.2. Cultural differences	2.2. Classroom teachers will utilize researched based instructional strategies to teach reading skills in order to increase students' understanding.	2.2. Classroom Teachers ESOL Coordinator ELL Committee	2.2. Lesson plan reviews Classroom teacher's observation Writing assessments	2.2. IPT CELLA FCAT
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	1a.1. Create and revise PD calendar as needed for PLCs.	1a.1. Donte’ Fulton-Collins Sherry Pallavicini Jacob Goldberg Deborah Smith Lizzette Huston	1a.1. PD Calendar OLC Data Chats	1a.1. Benchmark assessments and FCAT
Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
38% of students will score at a level 3 on the 2013 Math FCAT.	36%	38%					
			1a.2. Need for more implementation of	1a.2. Create and revise PD calendar as needed for PLCs, conduct classroom	1a.2. Donte Fulton-Collins Sherry Pallavicini	1a.2. Classroom walkthroughs and teacher observations with lesson plan reviews	1a.2. Walkthrough and observation form

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		researched based instructional strategies in lessons.	walkthroughs and teacher observations.	Cynthia wyn Deborah Smith Lizzette Huston	and follow-up.	
		1a.3. Need for RtI training and follow through.	1a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	1a.3. Donte Fulton-Collins Sherry Pallavicini Denise Strachan Classroom Teachers Deborah Smith Lizzette Huston	1a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	1a.3. Student progress and performance data
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
N/A	N/A	N/A				
			1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.		2a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	2a.1. Create and revise PD calendar as needed for PLCs.	2a.1. Donte Fulton-Collins Sherry Pallavicini Deborah Smith	2a.1. PD Calendar PLC Data Chats	2a.1. Benchmark assessments and FCAT
Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
40% of students will score at a level 4 or 5 on the 2013 Math FCAT.	38%	40%				
			2a.2. Need for more implementation of researched based instructional strategies in lessons.	2a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	2a.2. Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn Deborah Smith	2a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.
						2a.2. Walkthrough and observation form

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			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. N/A	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A	N/A	N/A					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	3a.1. Create and revise PD calendar as needed for PLCs.	3a.1. Donte Fulton-Collins Sherry Pallavicini Deborah Smith	3a.1. PD Calendar PLC Data Chats	3a.1. Benchmark assessments and FCAT
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
72% of students will mke learning gains on the 2013 Math FCAT.	69	72					
			3a.2. Need for more implementation of researched based instructional strategies in lessons.	3a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	3a.2. Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn Deborah Cardoso	3a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	3a.2. Walkthrough and observation form
			3a.3. Need for RtI training and follow through.	3a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	3a.3. Donte Fulton-Collins Sherry Pallavicini Denise Strachan Classroom Teachers Deborah Smith Lizzette Huston	3a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	3a.3. Student progress and performance data
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. N/A	3b.1.	3b.1.	3b.1.	3b.1.

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Mathematics Goal #3b: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	4a.1. Create and revise PD calendar as needed for PLCs.	4a.1. Donte Fulton-Collins Sherry Pallavicini Deborah Smith Lizzette Huston	4a.1. PD Calendar PLC Data Chats	4a.1. Benchmark assessments and FCAT
Mathematics Goal #4a: <i>Enter narrative for the goal in this box.</i> 78% of students in Lowest 25% will make learning gains on the 2013 Math FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> 75	<i>Enter numerical data for expected level of performance in this box.</i> 78					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3.
			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1. N/A	4b.1.	4b.1.	4b.1.	4b.1.

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Mathematics Goal #4b: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
	N/A	N/A						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i> N/A								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5B.1. Create and revise PD calendar as needed for PLCs.	5B.1. Donte Fulton-Collins Sherry Pallavicini Deborah Cardoso	5B.1. PD Calendar PLC Data Chats	5B.1. Benchmark assessments and FCAT	
Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i> 93% of student subgroups	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of</i>	<i>Enter numerical data for expected level of performance in</i>						

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by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics will make satisfactory progress on the 2013 Math FCAT.	<i>performance in this box.</i>						
	<i>this box.</i> No Data available	White: 93% Black: 93% Hispanic: 93% White: Black: Hispanic: Asian: American Indian: 93%					
			5B.2. Need for more implementation of researched based instructional strategies in lessons.	5B.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5B.2. Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn Deborah Smith	5B.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5B.2. Walkthrough and observation form
		5B.3. Need for RtI training and follow through.	5B.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	5B.3. Donte Fulton Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Deborah Smith Lizzette Huton	5B.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5B.3. Student progress and performance data	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5C.1. Create and revise PD calendar as needed for PLCs.	5C.1. Donte Fulton-Collins Sherry Pallavicini Deborah Cardoso Lizzette Huston	5C.1. PD Calendar PLC Data Chats	5C.1. Benchmark assessments and FCAT
<u>Mathematics Goal</u> #5C: <i>Enter narrative for the goal in this box.</i> 93% of English Language Learners (ELL) not making satisfactory progress in mathematics will make satisfactory progress on the 2013 Math FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i> 93%.					
	No Data available		5C.2. Need for more implementation of researched based instructional strategies in lessons.	5C.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5C.2. Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn Deborah Cardoso	5C.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5C.2. Walkthrough and observation form
		5C.3. Need for RtI training and follow through.	5C.3. Ongoing PD and ongoing child study team meetings to determine	5C.3. Donte Fulton-Collins Sherry Pallavicini	5C.3. Child study teams monitoring/tracking student progress and benchmark data	5C.3. Student progress and performance data	

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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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5D.1. Create and revise PD calendar as needed for PLCs.	5D.1. Donte Fulton-Collins Sherry Pallavicini Denise Strachan Deborah Cardoso Lizzette Huston	5D.1. PD Calendar PLC Data Chats	5D.1. Benchmark assessments and FCAT
<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>					
93% of students with Disabilities (SWD) not making satisfactory progress in mathematics will make satisfactory progress on the 2013 Math FCAT.	No Data available	93%					
			5D.2. Need for more implementation of researched based instructional strategies in lessons.	5D.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5D.2. Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn Deborah Cardoso	5D.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5D.2. Walkthrough and observation form
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5E.1. Create and revise PD calendar as needed for PLCs.	5E.1. Donte Fulton-Collins Sherry Pallavicini Denise Strachan Deborah Cardoso Lizzette Huston	5E.1. PD Calendar PLC Data Chats	5E.1. Benchmark assessments and FCAT
<u>Mathematics Goal #5E:</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>					
93% of ED students will make satisfactory progress on the 2013 Math FCAT.	No data available	93%					
			5E.2. Need for more implementation of researched based	5E.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and	5E.2. Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn	5E.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5E.2. Walkthrough and observation form

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		instructional strategies in lessons.	teacher observations.	Deborah Cardoso		
		5E.3. Need for RtI training and follow through.	5E.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	5E.3. Donte Fulton-Collins Sherry Pallavicini Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	5E.3. Child study teams monitoring/tracking progress and benchmark data chats.	5E.3. Student progress and performance data

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	1a.1. Create and revise PD Calendar as needed for PLCs.	1a.1. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	1a.1. PD Calendar PLC Data Chats	1a.1. Benchmark Assessments FCAT
<u>Mathematics Goal #1a:</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>					
33% of students will score at a level 3 on the 2013 Math FCAT.	27%	33%					
			1a.2. Need for more implementation of researched based instructional strategies in lessons.	1a.2. Create and revise PD Calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	1a.2. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	1a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	1a.2. Walkthrough and observation form
			1a.3. Need for RtI training and follow through.	1a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	1a.3. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso Denise Strachan	1a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	1a.3. Student progress and performance data.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.

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Mathematics Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Need for PD in the areas of lesson planning, differentiated instruction, and student engagement.	2a.1. Create and revise PD Calendar as needed for PLCs.	2a.1. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	2a.1. PD Calendar PLC Data Chats	2a.1. Benchmark Assessments FCAT
Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
60% of students will score at a level 4 or 5 on the 2013 Math FCAT.	57%	60%					
			2a.2. Need for more implementation of researched based instructional strategies in lessons.	2a.2. Create and revise PD Calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	2a.2. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	2a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	2a.2. Walkthrough and observation form
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. N/A	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A							

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		N/A	N/A					
				2b.2.	2b.2.	2b.2.	2b.2.	
				2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.				3a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	3a.1. Create and revise PD Calendar as needed for PLCs.	3a.1. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	3a.1. PD Calendar PLC Data Chats	3a.1. Benchmark Assessments FCAT
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
87% of students will make learning gains on the 2013 Math FCAT.	84%	87%						
			3a.2. Need for more implementation of researched based instructional strategies in lessons.	3a.2. Create and revise PD Calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	3a.2. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	3a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.		3a.2. Walkthrough and observation form
			3a.3.	3a.3.	3a.3.	3a.3.		3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.				3b.1. N/A	3b.1.	3b.1.	3b.1.	3b.1.
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
N/A	N/A	N/A						
			3b.2.	3b.2.	3b.2.	3b.2.		3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.		3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	4a.1. Create and revise PD calendar as needed for PLCs.	4a.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Deborah Cardoso	4a.1. PD Calendar PLC Data Chats	4a.1. Benchmark Assessments and FCAT	
Mathematics Goal #4a: <i>Enter narrative for the goal in this box.</i> 86% of students in Lowest 25% will make learning gains on the 2013 Math FCAT.	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>						
	83%	86%						
			4a.2. Need for more implementation of researched based instructional strategies in lessons.	4a.2. Create and revise PD calendar for PLCs, conduct classroom walkthroughs and teacher observations.	4a.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	4a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	4a.2. Walkthrough and observation form	
			4a.3. Need for RtI training and follow through.	4a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	4a.3. Donte Fulton-Collins Denise Strachan Classroom Teachers	4a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	4a.3. Student progress and performance data	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1. N/A	4b.1.	4b.1.	4b.1.	4b.1.	
Mathematics Goal #4b: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
	N/A	N/A						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable	Baseline data 2010-2011							

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Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Mathematics Goal #5A:							
<i>Enter narrative for the goal in this box.</i>							
N/A							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5B.1. Create and revise PD calendar as needed for PLCs.	5B.1. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	5B.1. PD Calendar PLC Data Chats	5B.1. Benchmark Assessments and FCAT	
Mathematics Goal #5B:	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>					
<i>Enter narrative for the goal in this box.</i>	No data available	White: 93% Black: 93% Hispanic: 93% Asian: 93% American Indian: 93%					
93% of students by ethnicity (White, Black, Hispanic, Asian, American Indian) will make satisfactory progress on the 2013 Math FCAT			5B.2. Need for more implementation of researched based instructional strategies in lessons.	5B.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5B.2. Donte Fulton-Collins Jacob Goldberg Cynthia Gwyn Deborah Cardoso	5B.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5B.2. Walkthrough and observation form
			5B.3. Need for RtI training and follow through	5B.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	5B.3. Donte Fulton-Collins Jacob Goldberg Denise Strachan Deborah Cardoso	5B.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5B.3. Student progress and performance data

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Need for more implementation of researched based instructional strategies in lessons.	5C.1. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5C.1. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	5C.1. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5C.1. Walkthrough and observation form
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i> 93% of ELL students will make satisfactory progress on the 2013 Math FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> No data available	<i>Enter numerical data for expected level of performance in this box.</i> 93%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Need for more implementation of researched based instructional strategies in lessons.	5D.1. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5D.1. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	5D.1. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5D.1. Walkthrough and observation form
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i> 93% of SWD will make satisfactory progress on the 2013 Math FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> No data available.	<i>Enter numerical data for expected level of performance in this box.</i> 93%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Need for RtI training and follow through	5E.1. Ongoing PD and ongoing child study team meetings to determine	5E.1. Donte Fulton-Collins Jacob Goldberg	5E.1. Child study teams monitoring/tracking progress and benchmark data sheets	5E.1. Student progress and performance data

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Mathematics Goal #5E: <i>Enter narrative for the goal in this box.</i> 93% of ED students will make satisfactory progress on the 2013 Math FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	follow through.	study team meetings to determine the interventions in the tiers of the RtI process.	Jacob Goldberg Denise Strachan Deborah Cardoso	progress and benchmark data chats.	data
	<i>Enter numerical data for current level of performance in this box.</i> No data available	<i>Enter numerical data for expected level of performance in this box.</i> 93%.					
	5E.2.						
5E.3.		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	5E.2.
5E.3.		5E.3	5E.3	5E.3	5E.3	5E.3	5E.3

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1. N/A	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3.1. N/A	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A	N/A	N/A					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4.1. N/A	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of</i>	<i>Enter numerical data for expected level of</i>					

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N/A	<i>performance in this box.</i>	<i>performance in this box.</i>					
	N/A	N/A					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1.1. Align new standards	1.1. Teacher training on standards & curriculum	1.1. Donte' Fulton-Collins Jacob Goldberg Teachers	1.1. PD/PLCs Benchmark assessments Data Chats	1.1. Benchmark assessments EOC
Algebra Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i> 85% of students will score a level 3 on the 2013 Algebra EOC.	<i>Enter numerical data for current level of performance in this box.</i> 83%	<i>Enter numerical data for expected level of performance in this box.</i> 85%					
			1.2. Pacing of standards/curriculum	1.2. Create IFC Differentiate instruction	1.2. Donte' Fulton-Collins Jacob Goldberg Teachers	1.2. PD/PLCs Benchmark assessments Data Chats	1.2. Benchmark assessments EOC
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. Align new standards	2.1. Teacher training on standards & curriculum	2.1. Donte' Fulton-Collins Jacob Goldberg Teachers	2.1. PD/PLCs Benchmark assessments Data Chats	
Algebra Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							

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<i>box.</i> 15% of students will score at or above level 4 and 5 on the 2013 Algebra EOC.	Enter numerical data for current level of performance in this box. 10%	Enter numerical data for expected level of performance in this box. 15%						
			2..2. Pacing of standards/curriculum	2..2. Create IFC Differentiate instruction	2..2. Donte' Fulton-Collins Jacob Goldberg Teachers	2..2. PD/PLCs Benchmark assessments Data Chats	2..2. Benchmark assessments EOC	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Algebra Goal #3A: <i>Enter narrative for the goal in this box.</i> N/A								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra Goal #3B: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance: * Enter numerical data for current level of performance in this box. No Data White: Black: Hispanic:	2013 Expected Level of Performance: * Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian:						

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		Asian: American Indian:	American Indian:					
				3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
				3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.				3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra Goal #3C:	<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>						
N/A	No Data							
				3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
				3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.				3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra Goal #3D:	<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>						
N/A	No Data							
				3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
				3D.3.	3D.3.	3D.3.	3D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.				3E.1.	3E.1.	3E.1.	3E.1.	3E.1.

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Algebra Goal #3E: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> No Data	<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	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Align new standards	1.1. Teacher training on standards & curriculum	1.1. Donte' Fulton-Collins Jacob Goldberg Teachers	1.1. PD/PLCs Benchmark assessments Data Chats	1.1. Benchmark assessments EOC
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i> 70% of students in Geometry will score at level 3 on the EOC.	<i>Enter numerical data for current level of performance in this box.</i> 66%	<i>Enter numerical data for expected level of performance in this box.</i> 70%					
			1.2. Pacing of standards/curriculum	1.2. Create IC Differentiate Instruction	1.2. Donte' Fulton-Collins Jacob Goldberg Teachers	1.2. PD/PLCs Benchmark assessments Data Chats	1.2. Benchmark assessments EOC
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Align new standards	2.1. Teacher training on standards & curriculum	2.1. Donte' Fulton-Collins Jacob Goldberg	2.1. PD/PLCs Benchmark assessments	2.1. Benchmark assessments EOC

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Geometry Goal #2: <i>Enter narrative for the goal in this box.</i> 30% of students in Geometry will score a level 4 or 5 on the Geometry EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			Teachers	Data Chats	
	<i>Enter numerical data for current level of performance in this box.</i> 0%	<i>Enter numerical data for expected level of performance in this box.</i> 30%					
			2.2. Pacing of standards/Curriculum	2.2. Create IFC Differentiate instruction	2.2. Donte Fulton-Collins Jacob Goldberg Teachers	2.2. PD/PLCs Benchmark assessments Data Chats	2.2. Benchmark assessments EOC
		2..3.	2..3.	2..3.	2..3.	2..3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i> N/A							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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	No Data White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C:	<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>					
N/A	No Data						
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D:	<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>					
N/A	No Data						
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> No Data	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2	3E.2.	3E.2.	3E.2.
			3E.3	3E.3	3E.3	3E.3	3E.3

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson planning, differentiated instruction and student engagement	6-8	Sherry Pallavicini, PD Facilitator Deborah Cardoso, PLC Coordinator	School wide	Weekly throughout the school year	Weekly PLC Communication Form Weekly sign-in/out sheet End of course follow-up assignment 80% participation/attendance required	Deborah Cardoso

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
Elem Math	Texts and consumables	General	\$45,428.39
MS Math	Texts and consumables	General	\$21,471.00
			Subtotal: \$66,899.39
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$66,899.39			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Lack of prior knowledge Language barrier	1a.1. Discovery by individual exploration Differentiated instruction	1a.1. Science team	1a.1. Observations Technology Created Assessments Science Fair	1a.1. Benchmark Assessments Portfolio FCAT
Science Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
Elem: 40% of students will score at achievement level 3 on the 2013 Science FCAT.	Elem: 38% (28/74)	Elem: 40% (55/138)					
MS: 70% of students will score at achievement level 3 on the 2013 Science FCAT.	MS: 63% (41/65)	MS: 70% (70/100)					

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			1a.2. Concept Comprehension	1a.2. Technology use Reinforcement of abstract concepts Experts in the field Hands on labs	1a.2. Classroom teacher	1a.2. Data review of benchmarks Concept assessments	1a.2. Benchmarks Minibenchmarks Teacher observations
			1a.3. Vocabulary	1a.3. Interactive word wall	1a.3. Classroom teacher	1a.3. Pre & post tests	1a.3. Pre & post tests
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b:	<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>					
N/A	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Lack of prior knowledge	2a.1. Discovery by individual exploration	2a.1. Science team	2a.1. Observations Technology Created Assessments Science Fair	2a.1. Benchmark Assessments FCAT Portfolio
Science Goal #2a:	<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>					
Elem: 15% of students will score at or above achievement levels 4 and 5 on the 2013 Science FCAT.	Elem: 9% (7/74)	Elem: 15% (21/138)					
MS: 10% of students will score at or above achievement levels 4 and 5 on the 2013 Science FCAT.	MS: 3% (2/65)	MS: 10% (10/100)					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

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		Language barrier	Differentiated Instruction	Science team	Observations Technology Created Assessments Science Fair	Benchmark Assessments FCAT Portfolio
		2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2b.1. N/A	2b.1.	2.1.	2b.1.	2b.1.
Science Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
N/A	N/A	N/A				
		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

Florida Alternate Assessment High School Science Goals

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

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

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. N/A	2.1.	2.1.	2.1.	2.1.
Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

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

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		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.		2.1. N/A	2.1.	2.1.	2.1.	2.1.
Biology Goal #2:	<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>				
N/A	N/A	N/A				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher mentor/shadow Technology training Content brainstorming & sharing	5 & 8	Deborah Cardoso	All science teachers	Two times per quarter	Team meetings	Science team

Science Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Elem Science	Texts, consumables, lab materials	General	\$80,489

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MS Science	Texts, consumables, lab materials	General	\$21,244
			Subtotal: \$101,733.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$101,733.00

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Language	1a.1. Graphic organizers Differentiated instruction	1a.1. Ms. Mallinson Ms. Fransblau Ms. McNeil Mr. Gerhardt	1a.1. Observations Weekly & monthly writing prompts	1a.1. Writing benchmarks FCAT
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
4 th : 80% of students will score at an achievement level 3.0 and higher on the 2013 Writing FCAT.	4 th : 76% (57/75)	4 th : 80% (110/138)					

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8 th : 91% of students will score at an achievement level 3.0 and higher on the 2013 Writing FCAT.	8 th : 89% (58/65)	8 th : 91% (91/100)					
			1a.2. Behavior	1a.2. Modeling Redirection Technology	1a.2. Ms. Mallinson Ms. Fransblau Ms. McNeil Mr. Gerhardt	1a.2. Skills based assessment	1a.2. Writing benchmarks FCAT
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
Writing Goal #1b: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.
	<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>					
	N/A	N/A					
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Expert writing teacher	Writing	Ms. Kirkland	Writing teachers	August 9, 2012	Lesson plan review and observations	Cynthia Gwyn

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)

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Strategy	Description of Resources	Funding Source	Amount
Elem Writing	Texts and consumables	General	\$1,135.00
MS Writing	Texts and consumables	General	\$10,354.00
			Subtotal: \$11,489.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1. Lack of interest	1.1. Technology	1.1. Teachers and leaders	1.1. Class participation	1.1. Tests
Civics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of prep for new subject	Media coverage Project based assess		Benchmark assessments	
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of</i>	<i>Enter numerical data for expected level of performance in this</i>					
Students will score 80% on EOC							

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goals.	performance in this box. 75%	box. 80%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1. Not challenging enough	2.1. Scaffolding Bloom's Taxonomy	2.1. Teachers & leaders	2.1. Benchmark assessments & assessments with a focus on exceeding them	2.1. Class participation Tests Work
Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
Students will score 80% on EOC goals.	75%	80%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SS	7/Civics	Deborah Cardoso	MS Teachers	Weekly	Weekly	Deborah Cardoso

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)

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

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. Lack of interest	1.1. Use of visuals Nonlinguistic representation	1.1. Teachers & leaders	1.1. Rubrics Projects Assessments	1.1. EOC
<u>U.S. History Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this</i>							

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<i>box.</i> Students will score an 80% on US History EOC.	Enter numerical data for current level of performance in this box. 70%	Enter numerical data for expected level of performance in this box. 80%						
			1.2. Analysis of complex information	1.2. Alternative assessment	1.2. Teachers	1.2. Rubrics Projects	1.2. EOC	
				1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1. Lack of interest	2.1. Nonlinguistic representation Differentiate instruction	2.1. Teachers & leaders	2.1. Rubrics Projects Assessments	2.1. EOC	
U.S. History Goal #2: Enter narrative for the goal in this box. Students will score at least an 80% on the EOC.	2012 Current Level of Performance: * Enter numerical data for current level of performance in this box. 75%	2013 Expected Level of Performance: * Enter numerical data for expected level of performance in this box. 80%						
				2.2. Analysis of complex information	2.2. Alternative assessment	2.2. Teachers	2.2. Rubrics Projects	2.2. EOC
				2.3	2.3	2.3	2.3	

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MS	8/US History	Deborah Cardoso	MS History Teachers	weekly	Weekly study	Deborah Cardos

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)

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Communication about the importance of students attending school each day between teachers and students, parents, and school information dissemination.	1.1. The importance of students attending school each day should be communicated regularly. Ways to disseminate the information can be through the HAAS Update, parent phone calls by teachers and administrative staff. The District	1.1. Lakees Calvert, Registrar Teachers Administration	1.1. Tracking student attendance through SIS by teachers and by administrative staff.	1.1. Attendance in SIS Terms
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
Elem The goal is to							

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<p>increase attendance in order to maximize instructional time from 95% to at least 97% in the 2012-2013 school year.</p> <p>MS The goal is to increase attendance in order to maximize instructional time from 93% to 95% in the 2012-2013 school year.</p>	Elem 95%	Elem 97%		social worker may also be utilized as a strategy to enforce attendance.			
	MS 93%	MS 95%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box.	Enter numerical data for expected number of absences in this box.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
Enter numerical data for current number of students tardy in this box.	Enter numerical data for expected number of students tardy in this box.						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (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
N/A			

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Increased enrollment from the previous school year and increase in the number of new teachers. There is a need for clear and consistent communication between administration, teachers, students and parents about appropriate classroom and school behavior and consequences. Consistency in enforcement of the school’s discipline plan	1.1. Clear communication about expected behaviors according to the school district’s matrix and the school’s student/parent handbook. Communication is provided through classroom discussion, student agenda, and the parent/student handbook.	1.1. Administration	1.1. Number of referrals that result in internal and external suspensions	1.1. SIS
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current number of in-school suspensions</i>	<i>Enter numerical data for expected number of in-school suspensions</i>					
The goal is to reduce the number of suspensions in order to increase class attendance and	56	55					

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participation to achieve academic success.			of the school's discipline plan by teachers and administration.					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>						
	67	65						
	<i>Enter numerical data for current number of students suspended out- of- school</i>	<i>Enter numerical data for expected number of students suspended out- of- school</i>						
		1.2.	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1. N/A	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i> N/A	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Budget (Insert rows as needed)

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

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Subtotal:
Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1. Parents' working hours	1.1. At home/at work activities to earn volunteer hours	1.1. Lameshia Austin	1.1. Quarterly check of hours	1.1. Halfway mark goal EOY
<i>Enter narrative for the goal in this box.</i> 100% of parents will meet volunteer hours.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
	<i>Enter numerical data for current level of parent involvement in this box.</i> 98.5%	<i>Enter numerical data for expected level of parent involvement in this box.</i> 100%				
			1.2. Language	1.2. Provide translator/translation for communication	1.2. Lameshia Austin Teachers	1.2. Parent Survey
		1.3. Child care	1.3. Provide child care for evening meetings	1.3. Lameshia Austin	1.3. Parent Survey	1.3. Parent Survey

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Keeping parents informed	K-8	Ms. Cardoso	School wide	Early Release	Survey Monkey and comments & feedback	HR Teachers

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
Elem Parent Involvement	Parent events	Title 1	\$1,693.00
MS Parent Involvement	Parent events	Title 1	\$ 883.00
			Subtotal: \$2,576.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$2,576.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase integration of technology in math and science classes.	1.1. Limited technology	1.1. Increase the use of technology programs/educational websites in classroom lessons and homework. Example: BrainPop/Study Island	1.1. Admin Team	1.1. Needs assessment Observation data	1.1. SIS walkthrough form SSOT form Science and Math FCAT
	1.2. Teacher limited knowledge of PD teaching strategies	1.2.	1.2. PD Facilitator	1.2. Needs assessment and PLC meetings	1.2. SIS walkthrough form SSOT form Science and Math FCAT
	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson planning, differentiated instruction and student engagement	K-8	Cynthia Gwyn, Reading Coach Deborah Cardoso, CRT & PD Coordinator Sherry Pallavicini, AP & PD Facilitator	K-2, 3-5, 6-8	Weekly	Weekly PLC Communication Form Weekly sign-in/out sheet End of course follow-up assignment 80% participation/attendance required	Deborah Cardoso

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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CTE Goal #1: <i>Enter narrative for the goal in this box.</i> N/A	1.1. N/A	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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

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

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: Elem \$54,258.74 MS \$30,823.00
Mathematics Budget	
	Total: Elem \$45,428.39 MS \$21,471.00
Science Budget	
	Total: Elem \$80,489.00 MS \$21,244.00
Writing Budget	
	Total: Elem \$1,135.00 MS \$10,354.00
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: \$2,576.00
Additional Goals	
	Total:
	Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

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

- 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.

The School Advisory Council meets monthly to review academics and engage in strategic planning efforts. SAC Committees (Reading, Math, Science, and Writing) plan creative academic enhancements that teachers implement in the classrooms with students, discuss current strategies for meeting set goals, and report data.

Describe the projected use of SAC funds.

	Amount
N/A	N/A