

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Somerset Neighborhood School	District Name: Broward
Principal: Ms. Athena Guillen	Superintendent: Robert W. Runcie
SAC Chair: Aileen Delgado	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	Athena Guillen	B.A. in Family & Consumer Sciences from Florida State University M.S. in Elementary Education from Florida State University Educational Leadership Certification from Nova	2	6	Year: FY12 FY11 FY10 FY09 FY08 School Grade : B A A A A AYP: Y Y N Y Y High Standards Rdg. 61 45 51 76 81 High Standards Math 91 88 83 86 83 Lrng Gains-Rdg. 63 54 57 69 81 Lrng Gains-Math 84 85 70 83 86 Gains-Rdg-25% 57 51 61 68 77 Gains-Math-25% 82 87 73 78 N/A

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Vice Principal	Donyale McGhee	Southeastern University B.A. in Criminal Justice/Social Work from Florida A+M University M.S. in Educational Leadership from Nova Southeastern University	1	6	2011-12: School Grade: A Reading Mastery: 68%, Learning Gains: 71%, Low 25% Learning Gains: 79%; Math Mastery: 84%, Learning Gains: 88%, Low 25% Gains: 87%; Writing: 84%, Science Mastery: 51% 2010-2011: School Grade: A Reading Mastery: 83%, Learning Gains 70%, Low 25%: 73%; Math Mastery: 88%, Learning Gains: 82%, Low 25% Learning Gains: 73% 2009-2010: School Grade: A Reading Mastery: 77%, Learning Gains: 75%, Lowest 25%: 78%; Math Mastery: 76%, Learning Gains: 79%, Lowest 25%: 78%; Science Mastery 46%, Writing 100%: AYP: No 2008-2009: School Grade: A Reading Mastery: 76%, Math Mastery: 80%, Learning Gains: 79%, Lowest 25%: 78%; Science Mastery 46%, Writing 100%: AYP: Yes 2007-2008: Somerset Chapel Trail School Grade: A; Reading Mastery: 74%, Math Mastery: 74%, Writing Mastery: 97%, Science: 52% AYP: No
Assistant Principal	Geyler Herrera	B.A. in Elementary Education from Florida International University M.S. in Educational Leadership from Nova Southeastern University	2	2	2011-12: School Grade: A Reading Mastery: 68%, Learning Gains: 71%, Low 25% Learning Gains: 79%; Math Mastery: 84%, Learning Gains: 88%, Low 25% Gains: 87%; Writing: 84%, Science Mastery: 51% 2010-2011: School Grade: A Reading Mastery: 83%, Learning Gains 70%, Low 25%: 73%; Math Mastery: 88%, Learning Gains: 82%, Low 25% Learning Gains: 73% 2009-2010: Somerset Miramar Academy Grade A Reading :Learning Gains:73% Lowest 25%:65% AYP :Yes Mathematics :Learning Gains:76% Lowest 25%:62% AYP: NO: Science:59% 2008-2009: Somerset Academy Grade: A, Math Mastery: 78%, Math Mastery: 78%, Science52% Mastery: 60%, Writing 100%: AYP: Yes

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

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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	Samantha Franconeri	Specialist, Educational Leadership Masters, Business Education Professional Educator's Certification K-6, Middle Grades Mathematics 5-9	2	3	<table border="0"> <tr> <td></td> <td>'11</td> <td>'10</td> <td>'09</td> </tr> <tr> <td>School Grade</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td>High Standards Rdg.</td> <td>86</td> <td>XX</td> <td>XX</td> </tr> <tr> <td>High Standards Math</td> <td>85</td> <td>XX</td> <td>78</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>76</td> <td>73</td> <td>XX</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>85</td> <td>XX</td> <td>XX</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>XX</td> <td>65</td> <td>XX</td> </tr> <tr> <td>Gains-Math-25%</td> <td>60</td> <td>62</td> <td>XX</td> </tr> </table>		'11	'10	'09	School Grade	A	A	A	High Standards Rdg.	86	XX	XX	High Standards Math	85	XX	78	Lrng Gains-Rdg.	76	73	XX	Lrng Gains-Math	85	XX	XX	Gains-Rdg-25%	XX	65	XX	Gains-Math-25%	60	62	XX
	'11	'10	'09																																		
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Lrng Gains-Math	85	XX	XX																																		
Gains-Rdg-25%	XX	65	XX																																		
Gains-Math-25%	60	62	XX																																		
Mathematics	Joseph Parker	Educational Leadership K-12	2	1	<table border="0"> <tr> <td></td> <td>'11</td> <td>'10</td> <td>'09</td> </tr> <tr> <td>School Grade</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td>High Standards Rdg.</td> <td>86</td> <td>XX</td> <td>XX</td> </tr> <tr> <td>High Standards Math</td> <td>85</td> <td>XX</td> <td>78</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>76</td> <td>73</td> <td>XX</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>85</td> <td>XX</td> <td>XX</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>XX</td> <td>65</td> <td>XX</td> </tr> <tr> <td>Gains-Math-25%</td> <td>60</td> <td>62</td> <td>XX</td> </tr> </table>		'11	'10	'09	School Grade	A	A	A	High Standards Rdg.	86	XX	XX	High Standards Math	85	XX	78	Lrng Gains-Rdg.	76	73	XX	Lrng Gains-Math	85	XX	XX	Gains-Rdg-25%	XX	65	XX	Gains-Math-25%	60	62	XX
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Gains-Math-25%	60	62	XX																																		

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. Teach in Florida web-site to advertise openings	Principal and Assistant Principal	Ongoing	
2. Professional Learning Communities	Principal and Assistant Principal, Reading Coaches	Ongoing	
3. Merit Award Pay	Principal and Assistant Principal, Reading Coaches	Ongoing	

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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

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
22	9%	68%	23%	0%	5%	100%	0%	0%	45%

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
Jaclyn Gallardo	Janet Riesgo	By Subject Area and Teaching expertise	Observation, Walkthroughs, Bi-Weekly meetings, Professional Development, Data Chats, and Mentee Observations
Nichole Dovale	Brenda Arostegui	By Subject Area and Teaching expertise	Observation, Walkthroughs, Bi-Weekly meetings, Professional Development, Data Chats, and Mentee Observations

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Somerset Central Miramar's Neighborhood School offers orientation to parents of K-5 th grade students where information is disbursed about the school's policies and procedures.
Title I, Part C- Migrant The District uses supplemental funds for improving basic education as follows: <ul style="list-style-type: none">• Training to certify qualified mentors for the New Teacher Program• Training for add-on endorsement programs, such as Reading, Gifted, ELL Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs Somerset Academy Neighborhood School participates in the National School Lunch Program. The School adheres to and implements the nutrition requirements stated in the District Wellness policy. We also infuse the nutrition curriculum as per state statute into our physical education courses.
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No

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<p>Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.</p>
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. Principal (Administrators): Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RtI model. General Education Teachers (Reading and Math): Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students. Exceptional Student Education Teacher (ESE): Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist. Counselors: Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stake-holders.</p> <p>TIER I All of our students will receive high quality math/reading curriculum and instruction in our classroom. Our teacher will assist all students.</p> <p>TIER II All of our teachers will provide supplemental instructional support, in smaller groups, to students who need additional support to what they are receiving from the our general curriculum.</p> <p>TIER III We will provide intense instructional support is provided to our students with the greatest needs, with frequent progress monitoring that will be conducted by our Curriculum Coaches and administrative team members.</p> <p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Leadership team will determine the professional development and resources needed to optimize instruction and intervention.</p> <p>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 Leadership Team will provide levels of support and interventions to students based on data. The major initiative for the 2012-2013 school year would be increase literacy across all curriculums. Increase understanding of differentiated instruction and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment Florida Assessments for Instruction in Reading (FAIR) Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Mini-assessments Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR) End of Year: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR) Frequency of Data Days: Once a quarter for data analysis</p>

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Success maker, Carnegie, Stop Drop and Test

Describe the plan to train staff on MTSS. Professional development will be provided during first week of school. Small sessions are planned throughout the year. Professional development sessions that will support our teachers to identify.

Describe plan to support MTSS.

TIER I

All of our students will receive high quality math/reading curriculum and instruction in our classroom. Our teacher will assist all students.

TIER II

All of our teachers will provide supplemental instructional support, in smaller groups, to students who need additional support to what they are receiving from the our general curriculum.

TIER III

We will provide intense instructional support is provided to our students with the greatest needs, with frequent progress monitoring that will be conducted by our Curriculum Coaches and administrative team members.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). The school-based LLT consists of teachers Gillian Brown, Aileen Delgado, Josh Williams, Carreta Bovastro, Janet Riesgo, Natalie Cantillo, Sheila Rossi; APs Donyale McGhee and Geyler Herrera; Principal Athena Guillen, Reading Coach Samantha Franconeri

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly to review data, look at student work, evaluate effectiveness of instruction, and monitor the RtI process. Additionally, the LLT helps to monitor interventions and ensures fidelity to the intervention program.

What will be the major initiatives of the LLT this year? A major initiative of the LLT this year is to monitor the use of appropriate materials across disciplinary areas to ensure that all students have access to appropriate reading strategies in order to be successful in Science, Math and Civics as well as Language Arts.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

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

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

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

Students attending Kindergarten for the first time are asked to visit the school prior to the first day of school to meet their classroom teacher, as well as, tour the school to familiarize themselves with their surroundings.

****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.

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****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?

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	1a.1. Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, one-sentence summaries, cause/effect charts on a daily basis Teachers will use available test-prep materials, CRISS	1a.1. Reading Coach and LLT	1a.1. Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	1a.1. Formative: Mini-BATs in Fall and Winter, reports from FCAT Explorer Summative: 2013 FCAT Reading
Reading Goal #1a: The results of the 2012 FCAT 2.0 Reading assessments indicate that 58% of students achieved proficiency. Our goal for the 2012-2013 school year is to	2012 Current Level of Performance:* 58%(118)	2013 Expected Level of Performance:* 60% (122)					

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increase the percentage of students achieving proficiency by 2 percentage points to 60%.				strategies, and classroom textbooks to teach and assess this reporting category			
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Reading Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Reading Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, one-sentence summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category.	Reading Coach and LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: Mini-BATS in Fall and Winter, Reports from FCAT Explorer Summative: 2013 FCAT Reading
The results of the 2012 FCAT 2.0 Reading assessments indicate that 36% of students achieved levels 4 or 5.	36%(73)	38%(55)					
Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to							

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38%.				Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging			
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.	3a.1.	3a.1.	3a.1.	3a.1.
Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is	Emphasize Reading Strategies of determining cause/effect, author’s purpose, main idea, and text	Reading Coach/LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: District Baseline, Fall, winter Interim assessments, teacher-generated classroom assessments, reports from FCAT Explorer.
The results of the 2012 FCAT 2.0 Reading							

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assessments indicate that 76% of students made learning gains Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 78%.	76%(115)	78%(118)	Reading Category 2: Reading Application	features using graphic organizers, one-sentence summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging.			Summative: 2013 FCAT Reading
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b: N/A	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>					
		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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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	4a.1. Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, one-sentence summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging.	4a.1. Reading Coach and LLT	4a.1. Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category. Low 25% students not making progress as determined by evaluation tools will receive RtI.	4a.1. Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer Summative: 2013 FCAT Reading
Reading Goal #4a: The results of the 2012 FCAT 2.0 Reading assessments indicate that 68% of Lowest 25% students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 70%.	2012 Current Level of Performance:* 68%(139)	2013 Expected Level of Performance:* 70%(143)					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Reading Goal #4b: N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.

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		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target																			
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Reading Goal #5A:</u> By FY17, School will reduce percentage of non-proficient students in Reading from 42% to 15%, in increments of 10% annually in order to reach Safe Harbor goals	Baseline data 2010-2011	42% (86) non-proficient	32% (65) non-proficient	22% (17) non-proficient	12% (24) non-proficient	2% (4) non-proficient	0% (0) non-proficient												
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 reading. <u>Reading Goal #5B:</u> The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 38% of students did not make satisfactory progress. Our goal for the 2012-2013 school year is to increase level 3 student proficiency 2 percentage points to 64% percent.		5B.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	5B.1 Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, one-sentence summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging.	5B.1 Reading Coach and LLT	5B.1 Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category. Low 25% students not making progress as determined by evaluation tools will receive RtI.	5B.1 Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer Summative: 2013 FCAT Reading													
	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>White: 89%</td> <td>White: 91%</td> </tr> <tr> <td>Black: 63%</td> <td>Black: 65%</td> </tr> <tr> <td>Hispanic: N/A</td> <td>Hispanic: N/A</td> </tr> <tr> <td>Asian: N/A</td> <td>Asian: N/A</td> </tr> <tr> <td>American Indian: N/A</td> <td>American Indian: N/A</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 89%	White: 91%	Black: 63%	Black: 65%	Hispanic: N/A	Hispanic: N/A	Asian: N/A	Asian: N/A	American Indian: N/A	American Indian: N/A						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																		
White: 89%	White: 91%																		
Black: 63%	Black: 65%																		
Hispanic: N/A	Hispanic: N/A																		
Asian: N/A	Asian: N/A																		
American Indian: N/A	American Indian: N/A																		

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			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	5C.1. Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, one-sentence summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging.	5C.1. Reading Coach and LLT	5C.1. Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category. ELL students not making progress as determined by evaluation tools will receive ELL strategies.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 60% of the students in the ELL subgroup did not make satisfactory progress.	40%	42%					
Our goal is to increase student proficiency by 2 percentage points to 42% percent.							
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application	5D.1 Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, one-sentence summaries, cause/effect charts on a daily basis. Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess	5D.1 Reading Coach and LLT	5D.1 Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category. Students with disabilities not making progress as determined by evaluation tools will have accommodations adjusted to meet their educational needs.	5D.1 Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer Summative: 2013 FCAT Reading
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2011-2012 FCAT 2.0 Reading Test indicated that 71% of student in the SWD subgroup did not make satisfactory progress.	29%	31%					
Our goal is to increase student proficiency 2% percentage points to 31%							

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percent.				this reporting category. Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging.			
			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 reading.			5E.1.	5E.1	5E.1	5E.1	5E.1
<p>Reading Goal #5E: FCAT 2.0 Reading Test indicated that 43% of students that are classified economically disadvantaged did not make satisfactory progress.</p> <p>Our goal is to increase student proficiency by 2% to 41%.</p>	2012 Current Level of Performance	2013 Expected Level of Performance:*	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 2: Reading Application</p>	<p>Emphasize Reading Strategies of determining cause/effect, author's purpose, main idea, and text features using graphic organizers, one-sentence summaries, cause/effect charts on a daily basis.</p> <p>Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category.</p> <p>Teachers will also provide supplemental reading materials on/above grade level to ensure that classwork is challenging.</p>	Reading Coach and LLT	<p>Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category. Low 25% students not making progress as determined by evaluation tools will receive RtI.</p>	<p>Formative: Mini-BATs in Fall and Winter, Reports from FCAT Explorer</p> <p>Summative: 2013 FCAT Reading</p>
	43%	41%					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

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

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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
Implementing Common Core Standards	2-5	Reading Coach	2 nd -5 th grade teachers	Teacher Planning Days	Monitoring by LLT will occur year-long during PLCs	Principal/LLT
Lessons from Common Core FY12	K-1	Reading Coach	K-1 Teachers	Teacher Planning Days	Year-long monitoring by LLT during PLCs	Principal/LLT
Project Based Learning	K-5	Reading Coach/AP	K-5 Teachers	Teacher Planning Days	Evaluations/Teacher Observations	Principal/LLT
RTI Interventions	K-5	ESE Specialist	K-5 Teachers	Early Release Days	Teacher Observations and ESE Meetings	Principal/ESE Specialist
Successmaker Training	K-5	Curriculum Coach	K-5 Teachers	Early Release Days	Reports on Teacher/Student Usage	Principal/LLT

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
CARS/STARS Reading Program	Intensive Reading Strategy Intervention Program	Operating	\$2,400
			Subtotal: 2,400
Technology			
Strategy	Description of Resources	Funding Source	Amount
Successmaker	Reading Intervention	Operating	\$40,000
			Subtotal: 40,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CRISS Training	Curriculum Coaches	Title I	4,000
			Subtotal: 4,000
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal: \$46,400
Total:

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.	1.1.	1.1.	1.1.	1.1.				
CELLA Goal #1: Based on the 2012 CELLA Administration 32% of our students were proficient. Our goal for the 2013 CELLA Administration is 35%.	2012 Current Percent of Students Proficient in Listening/Speaking: 32% (9)	The 2012 data showed that students needed some reinforcement in the English language with teacher interaction.	Students will be placed in cooperative learning groups.	ELL Coordinator, Classroom Teacher and Administrator	ELL Committee, ELL Plan	Lesson Plans, Observations				
							1.2.	1.2.	1.2.	1.2.
							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.	2.1.	2.1.	2.1.	2.1.				
CELLA Goal #2: Based on the 2012 CELLA Administration 21% of our students were proficient. Our goal for the 2012 CELLA Administration is 23%.	2012 Current Percent of Students Proficient in Reading : 21% (6)	The 2012 data showed that students needed some reinforcement in Reading.	Students will be working in cooperative reading groups and will also be doing choral reads with their teacher.	Classroom Teacher, ELL Coordinator, Administration	ELL Committee, ELL Plan	Lesson Plans, Observations				

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		2.2.	2.2.	2.2.	2.2.	2.2.
		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.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: Based on the 2012 CELLA Administration 32% were proficient. Our goal is to be at 35% for the 2013 CELLA Administration.	<u>2012 Current Percent of Students Proficient in Writing :</u> 35% (9)	The data shows that students are not proving proficient in Writing.	Students will be working on the 4 square method to improve their writing techniques. They will work with a peer to assist them with the writing.	Classroom Teacher, ELL Coordinator, Administration	ELL Committee, ELL Plan	Lesson Plans, Observations
		2.2.	2.2.	2.2.	2.2.	2.2.
		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
Translation Dictionary	Supplemental Resource	Operating	\$100
			Subtotal: \$100
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. An area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Reporting Category 1: Number: Operations and Problems	1a.1. Teachers will provide contexts for mathematical exploration and development of student understanding of mathematical concepts, through the use of manipulatives and engaging opportunities for practice.	1a.1. Administration	1a.1 Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. . Review teacher lessons plans to ensure hands-on activities are being implemented in the classroom.	1a.1. Formative: Pre/Post Evaluative Class Assessments, mini-BATs, weekly assessments (Stop, Drop and Test) Summative: Results from the 2013 FCAT Mathematics Assessment
Mathematics Goal #1a: The results of the 2012 FCAT 2.0 Mathematics assessments indicate that 61% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 63%.	2012 Current Level of Performance:* 61%(124).	2013 Expected Level of Performance:* 63%(129)	Limited access to hands-on activities in order to break down multi-step problems.				

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			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	An area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Reporting Category 3: Geometry and Measurement.	2a.1. Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hands-on experiences with grade level appropriate activities and manipulatives to reinforce attributes of shapes, size and position, 3-dimensional geometric shapes, and transitive properties in the primary grades to prepare and support applications of two and three dimensional shapes in the intermediate grades.	2a.1. Administration	2a.1. Review ongoing classroom assignments and assessments that target application of the skills taught.	2a.1. Formative: Pre/Post Evaluative Class Assessments, mini-BATs, weekly assessments (Stop, Drop and Test) Summative: Results from the 2013 FCAT Mathematics Assessment
The results of the 2012 FCAT 2.0 Mathematics assessments indicate that 26% of students achieved a level 4 or 5. Our goal for the 2012-2013 school year is to increase the percentage of students achieving a level of 4 or 5 by 2 percentage points to 28%.	26% (53)	28%(57)					

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			2a.2.	2a.2. The teachers will select rigorous real world problems aligned to the content students are learning.	2a.2. Administration	2a.2. Review ongoing classroom assignments and assessments that target application of the skills taught.	2a.2. Formative: Pre/Post Evaluative Class Assessments and Baseline Data Assessments. Summative: Results from the 2013 FCAT Mathematics Assessment
			2a.3	2a.3 Students will be given the opportunity to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups.	2a.3 Administration	2a.3 Review ongoing classroom assignments and assessments that target application of the skills taught.	2a.3 Formative: Pre/Post Evaluative Class Assessments and Baseline Data Assessments. Summative: Results from the 2013 FCAT Mathematics Assessment
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b:	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>					
			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. An area of deficiency as	3a.1. A school wide word problem strategy will be adopted and put	3a.1. Administration	3a.1 Review classroom assignments and	3a.1.

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<p>Mathematics Goal #3a:</p> <p>The results of the 2012 FCAT 2.0 Mathematics assessments indicate that 66% of students made a learning gain.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 2 percentage points to 68%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>66% (135)</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>68% (139)</p>	<p>noted on the 2012 administration of the FCAT Mathematics Test was the Reporting Category 1: Number: Operations and Problems</p>	<p>into place for all students in 3rd-5th grade. Students will be taught specific steps in solving a word problem. (Underlining keywords, circling the numbers etc.)</p>		<p>assessments that test word problems.</p> <p>Conduct grade level discussion to attain teacher feedback on effectiveness of strategy.</p>	<p>Formative: Pre/Post Evaluative Class Assessments, mini-BATs, weekly assessments (Stop, Drop and Test)</p> <p>Summative: Results from the 2013 FCAT Mathematics Assessment</p>	
				3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
				3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
				<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>				
<p>Mathematics Goal #3b:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.	
				3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
				3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1.	4a.1.	4a.1.	4a.1.	4a.1
<p>An area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Reporting Category of 1: Number: Operations and Problems</p>			<p>Provide students the opportunity to recall addition, subtraction, multiplication and division facts through a incentive program. Provide activities such as Ticket to get it" to practice addition, subtraction, multiplication and division on a daily basis.</p>	Administration	<p>Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.</p>	<p>Formative: Pre/Post Evaluative Class Assessments, mini-BATs, weekly assessments (Stop, Drop and Test)</p> <p>Summative: Results from the 2013 FCAT Mathematics Assessment</p>	
<p>Mathematics Goal #4a:</p> <p>The results of the 2012 FCAT 2.0 Mathematics assessments indicate that 73% of students in the lowest 25% made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 2 percentage points to 75%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>73%(149)</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>75%(153)</p>					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
<p>Mathematics Goal #4b:</p> <p>Enter narrative for the goal in this box.</p>			<p>Enter numerical data for current level of performance in this box.</p>	<p>Enter numerical data for expected level of performance in this box.</p>			
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.

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		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	39%(80) Non-proficient	29% (59) non-proficient	19% (29) non-proficient	9% (18) non-proficient	0% non-proficient	0% non-proficient												
Mathematics Goal #5A: By FY17, School will reduce percentage of non-proficient students in Mathematics from 34% to 19%, in increments of 10% annually in order to reach Safe Harbor goals																			
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 An area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Reporting Category of 1: Number: Operations and Problems	5B.1 Provide students the opportunity to recall addition, subtraction, multiplication and division facts through a incentive program. Provide activities such as Ticket to get it” to practice addition, subtraction, multiplication and division on a daily basis.	5B.1 Administration	5B.1 Review formative bi-weekly assessment data repots to ensure progress is being made and adjust intervention as needed.	5B.1 Formative: Pre/Post Evaluative Class Assessments, mini-BATs, weekly assessments (Stop, Drop and Test) Summative: Results from the 2013 FCAT Mathematics Assessment													
Mathematics Goal #5B:	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>White: 78%</td> <td>White:80%</td> </tr> <tr> <td>Black: 57%</td> <td>Black: 59%</td> </tr> <tr> <td>Hispanic: N/A</td> <td>Hispanic:N/A</td> </tr> <tr> <td>Asian: N/A</td> <td>Asian:N/A</td> </tr> <tr> <td>American Indian: N/A</td> <td>American Indian: N/A</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 78%	White:80%	Black: 57%	Black: 59%	Hispanic: N/A	Hispanic:N/A	Asian: N/A	Asian:N/A	American Indian: N/A	American Indian: N/A						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																		
White: 78%	White:80%																		
Black: 57%	Black: 59%																		
Hispanic: N/A	Hispanic:N/A																		
Asian: N/A	Asian:N/A																		
American Indian: N/A	American Indian: N/A																		
The results of the 2012 FCAT 2.0 Mathematics assessments indicate that 42% of students did not make satisfactory progress in mathematics.																			
Our goal for the 2012.																			

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<p>2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 60%.</p>							
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
<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>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<p>Mathematics Goal #5C:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
<p>The results of the 2012 FCAT 2.0 Mathematics assessments indicate that 60% of ELL students did not make satisfactory progress.</p>	<p>Enter numerical data for current level of performance in this box.</p>	<p>Enter numerical data for expected level of performance in this box.</p>					
<p>Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 42%.</p>	40%	42%	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
<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>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>			5D.1	5D.1	5D.1	5D.1	5D.1
<p>Mathematics Goal #5D:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>An area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Reporting Category of 1: Number: Operations and Problems</p>	<p>Provide students the opportunity to recall addition, subtraction, multiplication and division facts through a incentive program. Provide activities such as Ticket to get it" to practice addition, subtraction, multiplication and division on a daily basis.</p>	<p>Administration</p>	<p>Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed. A review of the student's IEP and educational goals will also be monitored closely to determine the best strategies to use with the SWD.</p>	<p>Formative: Pre/Post Evaluative Class Assessments, mini-BATs, weekly assessments (Stop, Drop and Test)</p> <p>Summative: Results from the 2013 FCAT Mathematics Assessment</p>
<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicated that 47% of</p>	53%	55%					

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<p>student in the SWD subgroup did not make satisfactory progress in mathematics.</p> <p>Our goal is to increase student proficiency 2% percentage points to 55% percent.</p>							
			5D.2.	5D.2.	5D.2.	5D.2.	
			5D.3.	5D.3.	5D.3.	5D.3.	
<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>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal</p> <p>#5E:</p> <p><i>The results of the 2011-2012 FCAT 2.0 Reading Test indicated that 45% of the students in the Economically Disadvantage subgroup did not achieve proficiency.</i></p> <p><i>Our goal is to increase student proficiency 2% percentage points to 43% percent.</i></p>			<p>5E.1</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Reporting Category of 1: Number: Operations and Problems</p>	<p>5E.1</p> <p>Provide students the opportunity to recall addition, subtraction, multiplication and division facts through a incentive program. Provide activities such as Ticket to get it" to practice addition, subtraction, multiplication and division on a daily basis.</p>	<p>5E.1</p> <p>Administration</p>	<p>5E.1</p> <p>Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed. The computer lab will also be open to students who need to work on our Math intervention program (IXL).</p>	<p>5E.1</p> <p>Formative: Pre/Post Evaluative Class Assessments, mini-BATs, weekly assessments (Stop, Drop and Test)</p> <p>Summative: Results from the 2013 FCAT Mathematics Assessment</p>
			5E.2.	5E.2	5E.2.	5E.2.	
			5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Mathematics Goal #2a: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
<u>Mathematics Goal #3a:</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>					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<u>Mathematics Goal #3b:</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>					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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

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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>												
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.	Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.							
	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White: Black: Hispanic: Asian: American Indian:</td> <td>White: Black: Hispanic: Asian: American Indian:</td> </tr> </table>		2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*											
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>											
White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:												
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.							
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.							

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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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%. Algebra Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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. Algebra Goal #3B: <i>Enter narrative for the goal in this box.</i>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

End of Algebra EOC Goals

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

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), 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%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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
Interpreting Word Problems in Math	2-5	Curriculum Coach	School-wide PD and grade-level PLCs	Pre-school PD; Monthly PLCs	Follow up in PLCs by grade-level with Reading Coach	Curriculum Coach
IXL Learning	K-5	Curriculum Coach	K-5 th grade Math Teachers	Teacher Planning Days	IXL Student Usage Reports	Administration
Project Based Learning	K-5	Curriculum Coach	K-5 th grade Math Teachers	Teacher Planning Days	Teacher Observations/Evaluations	Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Measuring Up	Math Intervention Workbook	Operating	\$3,000
			Subtotal: \$3,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
IXL	Mathematics Intervention	Operating	\$3,500
			Subtotal: \$3,500
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CRISS Training	Training in Strategies	Title I	\$3,000
			Subtotal: \$3,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$9,500

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents 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.	1a.1.	1a.1.	1a.1.	1a.1.
Science Goal #1a: 38% of students scored proficient on the 2012 Science FCAT. Our goal is to increase the percentage of proficient students by 2% to 40%.	<u>2012 Current Level of Performance:*</u> 38%(27)	<u>2013 Expected Level of Performance:*</u> 40%(29)	Test results show area of deficiency to be life science and physical science.	Monitor implementation of hands-on activities and scientific writing strategies to ensure students understand benchmark areas. Lab activities will reinforce benchmark areas as well.	Principal/AP	Baseline/Interim and classroom assessments will be used to determine students mastery of benchmarks	Formative: Baseline, Interim Assessments, Teacher generated classroom assessments Summative: 2013 FCAT Science Test
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1.	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>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.					
Science Goal #2a: <i>10% of students scored level 4 or 5 on the 2012 Science FCAT.</i> <i>Our goal is to increase the percentage of proficient students by 2% to 12%.</i>	<u>2012 Current Level of Performance:*</u> 10%(7)	<u>2013Expected Level of Performance:*</u> 12%(8)	Test results show area of deficiency to be life science and physical science.	Monitor implementation of hands-on activities and scientific writing strategies to ensure students understand benchmark areas. Lab activities will reinforce benchmark areas as well.	Principal/AP	Baseline/Interim and classroom assessments will be used to determine students mastery of benchmarks	Formative: Baseline, Interim Assessments, Teacher generated classroom assessments Summative: 2013 FCAT Science Test					
								2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
								2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1.	2b.1.	2.1.	2b.1.	2b.1.					
Science Goal #2b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>										
								2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
								2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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End of 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.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: <i>Enter narrative for the goal in this box.</i>	<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>					
			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

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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
Project Based Learning	K-5	Curriculum Coach	K-5 th grade Teachers	Pre-school PD	Classroom Observations and observation of student work during PLCs	AP
Writing Lab Reports	2-5	Curriculum Coach	Grades 2-5	Pre-school PD	Follow-up monitoring during monthly PLCs with Reading Coach	Reading Coach/AP

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
Measuring Up	Science Intervention Workbook	Operating	\$1,000
			Subtotal: \$1,000
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: \$1,000

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.	1a.1.	1a.1.	1a.1.	1a.1.
Writing Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Changes in FCAT Writes at State Level without proper communication may impact student scores.	Continue writing instruction as is and monitor changes in State policy regarding FCAT Writes.	Reading Coach	Effectiveness of writing instruction is determined by monthly writing prompts.	Formative: Classroom assessments and monthly writing prompts Summative: 2013 FCAT Writes
On the 2012 Administration of FCAT Writes, 88% of students scored proficient.	88%(63)	90%(65)					
Our goal for 2013 is to increase our level of proficiency to 90%							
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Writing 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>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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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
PLC-Reading student Writing	3-5	Reading Coach	Language Arts Teachers 3-5	Monthly meetings	Reading Coach and teachers will meet monthly to discuss student work and effectiveness of instruction	Reading Coach/AP
4 Square Training	K-5	Curriculum Coach	K-5 th grade Teachers	Teacher Planning Days	Curriculum Coach	Curriculum Coach/AP

Writing Budget (Insert rows as needed)

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

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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.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					

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box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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

Civics Budget (Insert rows as needed)

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

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				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.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					

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box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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

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

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

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				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. Student attendance is at a decent rate, however we are looking to increase the attendance rate by 1.3% for the 2012-2013 school year.	1.1. Communication with parents in regards to attendance will be done consistently and quarterly. Classes will receive incentives for most students in attendance.	1.1. Assistant Principal	1.1. Semi-quarterly reviews of attendance.	1.1. Reports from Data Warehouse or Pinnacle.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Based on the 2011-2012 school year, 96.7% was the average daily attendance rate.	96.7%(420)	98%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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

Attendance Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of 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.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: Based on data from the 2011-2012 school year, 4 students were issued Out of School suspensions. Our goal for the 2012-2013 school year is to have 0 suspensions.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Students lacked parental involvement due to daily tasks.	Parents will be contacted via ParentLink, Teacher Websites, School Website, Bi-Weekly Reports and Planners.	Classroom Teachers, Administration	Percentage of parents attending parent meetings and communication via the planners.	Attendance at school meetings and parent/teacher conference forms.
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	4	0					
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
4	0						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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
			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 Suspension Goals

Dropout Prevention Goal(s)

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

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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.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	2012 Current Dropout Rate:* <i>Enter numerical data for dropout rate in this box.</i>	2013 Expected Dropout Rate:* <i>Enter numerical data for expected dropout rate in this box.</i>				
	2012 Current Graduation Rate:* <i>Enter numerical data for graduation rate in this box.</i>	2013 Expected Graduation Rate:* <i>Enter numerical data for expected graduation rate in this box.</i>				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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)

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

End of Dropout Prevention Goal(s)

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

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1. Parent Involvement		1.1. Parental involvement was hindered due to lack of time from the parents and last minute notices of school activities/events.	1.1. Parents will be notified in a variety of ways of upcoming school activities, such as, ParentLinks, School website, teacher websites, flyers, bi-weekly reports and planners.	1.1. Administration and Classroom Teachers	1.1. Attendance percentage at school-wide events.	1.1. Planners and percentage of parents in attendance at school functions.
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>						
Based on data from the 2011-2012 school year, approximately 65% of our parents were involved in school activities. Our goal for the 2012-2013 school year is to have 80% of our parents involved in school activities.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>				
	65%	80%				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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School Website	Website for parents to have up-to-date information.	Operating	\$1,400
			Subtotal: \$1,400
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$1,400

End of Parent Involvement Goal(s)

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

* 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

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STEM Goal #1: 1	1.1.	Reporting Category 1, Nature of Science needs the most improvement, with less than 50% correct.	1.1.	Our faculty will deliver inquiry-based instruction challenging students to solve real world problems and develop critical thinking skills.	1.1.	Science Team leader, Curriculum Coach and Administration	1.1.	Administration team will review the results of school site assessment data to monitor student progress.	1.1	Formative: School site biweekly assessments. Summative: 2012 FCAT.
	1.2.		1.2.		1.2.		1.2.		1.2.	
	1.3.		1.3.		1.3.		1.3.		1.3.	

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Integration	K-5	Curriculum Coaches	K-5 th Grade Science and Math Teachers	Early Release Days and Teacher Planning Days	CWT/Formal Observations	Administration and Curriculum Coaches

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

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

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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
			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 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>	2012 Current Level :*	2013 Expected Level :*					
	<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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total: \$46,400
Mathematics Budget	Total: \$9,500
Science Budget	Total: \$1,000
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$1,400
Additional Goals	Total:
	Grand Total: \$58,300

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

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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.

SAC meetings will occur quarterly. They will be held in the evenings (6:00 pm) to maximize school/parent participation. The SAC Committee will approve projects for the school, such as, school-wide activities and where certain funds will be allocated.

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Describe the projected use of SAC funds.	Amount