

# FLORIDA DEPARTMENT OF EDUCATION



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Bessey Creek Elementary School	District Name: Martin
Principal: Mrs. Victoria Defenthaler	Superintendent: Nancy Kline
SAC Chair: Mrs. Gale Sneed and Mrs. Mary Grandy Cameron	Date of School Board Approval: November 20, 2012

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Victoria Defenthaler	Degrees: B.A. in Special Education; Masters in Educational Administration Certifications: Specific Learning Disabilities, Emotionally Handicapped, and Mentally Handicapped	16	16	2012 A Yes AYP 2011 A Yes AYP 2010 A Yes AYP 2009 A No AYP-SWD in math 2008 A No AYP-SWD in math 2007 A Yes AYP 2006 A Provisional-Writing Proficiency not met 2005 A Yes AYP 2004 A Yes AYP 2003 A Yes AYP 2002 A 2001 A 2000 B 1999 B 1998 A
Assistant Principal	Robyn Monte	Degrees: Bachelors of Science Degree in Elementary Education Bachelors of Science Degree in Special Education Master's Degree in Educational Leadership Certifications: Early Childhood K-12 Varying Exceptionalities Elementary Education 1-6 School Principal, ESOL	4	4	2012 A Yes AYP 2011 A Yes AYP 2010 A Yes AYP 2009 A No AYP-Met 97% SWD did not meet in reading 2008 A No AYP-Met 95% SWD did not meet in math 2007 A Yes AYP 2006 A No AYP-Met 95% Did not meet writing goal 2005 A Yes AYP

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Elizabeth Galasso	Masters Degree in reading and Special Education Elementary, Varying Exceptionalities, and Reading Certifications	4	7	2011/2012 A Yes AYP 2010/2011 A Yes AYP 2009/2010 A No AYP-SWD in math 2008/2009 A No AYP-SWD in math 2005/2006: B Provisional AYP-Met 87% ELL and SWD in Reading, Math and Writing 2004/2005: A Yes AYP 2003/2004: A No AYP-Met 93% SWD did not meet in Writing and Math 2002/2003: A Yes AYP
Response to Intervention	Lisa Bourquin	Bachelors of Arts in Elementary Education ESOL Endorsement Masters Degree in Educational Leadership in Progress (April 2012 Graduation)	3	3	2012 A Yes AYP 2011 A Yes AYP 2010 A Yes AYP 2009 C No AYP 2008 B No AYP 2007 A No AYP 2006 A No AYP 2005 B Provisional AYP 2004 B Yes AYP 2003 C No AYP

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Determine job openings, review resume of applicants who are	Victoria Defenthaler, Principal	Ongoing

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highly qualified, experienced teachers.		
2. Review applications received by the district and forward to principals.	District Recruitment Coordinator	Ongoing
3. Offer a mentor for support to all new teachers.	Victoria Defenthaler, Principal	Ongoing
4. Post continuing education courses by local higher education institutions.	Robyn Monte, Assistant Principal	Ongoing

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***Non-Highly Effective Instructors***

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (40)	

***Staff Demographics***

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
40	7%	37%	43%	17.5%	40%	100%	8%	18%	73%

***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jill Campbell	Michelle Fielstra	New kindergarten teacher working with an experienced kindergarten teacher	Observations, common planning time, grade level specific professional development activities as well as faculty and staff training opportunities
Jennifer Oro	Kristal Bell	First year teacher working with an experienced second grade teacher	Observations, common planning time, grade level specific professional development activities as well as

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			faculty and staff training opportunities
Pam Kessler	Kay Groth	New third grade teacher working with an experienced third grade teacher	Observations, common planning time, grade level specific professional development activities as well as faculty and staff training opportunities
Celeste Norup	Casey Swift	First year teacher working with an experienced fourth grade teacher	Observations, common planning time, grade level specific professional development activities as well as faculty and staff training opportunities
JoAnn Sweazy	Jessica LeMaster	Second year teacher, new to ASD unit	Observation of classroom, curriculum planning, behavior interventions, professional development

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**Additional Requirements**

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

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

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



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

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School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.                      Victoria Defenthaler-Principal                      Robyn Monte-Assistant Principal                      Lisa Bourquin-RtI Coach                      Elizabeth Galasso-Reading Coach                      Alice LeMond-School Psychologist                      Megan Byrd- Speech/Language Pathologist                      Mary Taber-Special Education Teacher                      Shannon Allred-Special Education Teacher                      Amy Yeater-Program Specialist/Behavior Specialist                      Cynthia Ganther -Guidance Counselor                      Ruby Amsden-Mainstream Consultant</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 RtI team is a multi-disciplinary team of school professionals who meet once a week to address teachers' concerns about struggling students, analyze student performance data, develop student intervention plans and monitor the fidelity of the plans. The purpose of the team is to be an effective problem-solving group that:                      Assesses teachers' concerns about student academic and/or behavioral difficulties,                      Identifies student strengths, interests and talents,                      Reviews data that has been collected,                      Sets projected outcomes and methods for measuring progress,                      Designs specific intervention plans,                      Reviews and monitors intervention plans,                      Develops a plan to communicate plan/results with student's parents                      Works collaboratively with parents throughout the MTSS/RtI framework</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?                      The RtI leadership team role in the SIP is providing strategies and interventions for addressing those subgroups that are not making AYP standards. The core curriculum should be meeting the needs of 80% in every subgroup.</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.                      Florida Assessment for Instruction in Reading (FAIR) reports generated by PMRN, Fountas and Pinnell Reading Records, Leveled Literacy Intervention Data, Math Triumphs, ABC Cards, RTIB Data and student benchmark assessments reported through Performance Matters will be used to summarize tiered data.</p>
<p>Describe the plan to train staff on MTSS.</p>

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For Bessey Creek Elementary School, this year will be a continuation of training begun in the 2006-2007 school year. At that time our school psychologist and guidance counselor addressed our faculty regularly as they were informed of the Federally mandated move to measured interventions for children at risk academically or behaviorally. Our Child Study Team (CST) met weekly and began showing teachers how to gather information, track it, and, from this data develop interventions. Twice, the Child Study Team invited District personnel to address the entire faculty on the move to RtI.

Subsequently, during the 2007-2008 school year, District personnel chose Bessey Creek to pilot the developing RtI process. The principal, psychologist, guidance counselor, reading specialist, mainstream consultant, an ESE teacher, and regular education teacher attended two, day-long state-sponsored trainings. This team in turn trained the existing Child Study Team members. They changed their name to the RtI Team and developed a model to systematically team with teachers to diagnose learning or behavior needs, collect data, and develop strategies. During the 2008-2009 school year, the Bessey Creek RtI Team continued to attend several statewide trainings.

On August 21, 2009, a district-wide in-service day, the school district's RtI plan was presented to the Bessey Creek faculty and staff. An RtI Coach has been assigned to Bessey Creek for this school year. The RtI Coach will be shared with one other school. During the 2009-2010 school year, weekly RtI Team Meetings took place. Regularly sitting members will include the Principal/Assistant Principal, RtI Coach, Reading Coach, School Psychologist, Speech/Language Pathologist, a Primary Teacher, an Intermediate Teacher, a Special Education Teacher, a district Program Specialist/Behavior Specialist, a Guidance Counselor, and a Mainstream Consultant. Classroom teachers desiring the assistance of the team will be scheduled and individual or classroom wide academic or behavior needs addressed; the team will review data, develop specific instructional and behavior strategies, and assist with gathering progress monitoring data as needed. As the school worked within the RtI framework, it was determined that more staff development was needed. The Administrative Leadership team met to discuss and plan the continued RtI training. As a result two additional trainings were held on March 10, 2010 and May 5, 2010.

Additionally, the district RtI Coordinator presented to our SAC team on January 13, 2010. During the 2012-2013 school year BCE will build on the existing procedural foundation and continue to meet weekly under the same auspices of the 2009-2010 structure. It is necessary to train all new staff members during the 2012-2013 school year. The RtI coach assigned to BCE is instrumental in providing literacy support, instructional and behavioral strategies and interventions.

Describe the plan to support MTSS.

The school-based MTSS leadership team meets weekly to progress monitor students receiving academic or behavioral interventions and to problem solve for any new students brought to the team. The weekly meetings will support MTSS.

### *Literacy Leadership Team (LLT)*

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Victoria Defenthaler-Principal Robyn Monte-Assistant Principal Elizabeth Galasso-Reading Coach Lisa Bourquin-RtI Coach Amy Yeater-Program Specialist Alice LeMond-School Psychologist Kelly Francke-Teacher/Reading SIP Chair Shannon Allred-ESE Teacher/Reading SIP Chair
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly. Each member reports out on the work taking place with the balanced literacy initiative. Discussions and suggestions are tabled. Input is sought from all stakeholders. The LLT serve to create capacity of reading knowledge within the school and focus on literacy concerns throughout the school and across curriculum. The LLT analyzes student data, identifies trends and needs, surveys for and prepares professional development, delivers professional development, aligns curriculum, orders, prepares and distributes materials needed beyond core, provides vertical alignment between teams, and supports teachers.
What will be the major initiatives of the LLT this year? The LLT will work to support teachers' depth of knowledge regarding the Marzano Model of instruction, design questions and elements The LLT will work to provide differentiated Professional Development for teachers K-5 The LLT will work to support the balanced literacy initiatives implemented by the staff The LLT will work to support teachers using Reading Records by providing training in miscue analysis and leveling classroom libraries The LLT will work to support the SIP teams The LLT will work to present progress to SAC and will work with PTA who actively supports and provides for instructional initiatives

### ***Public School Choice***

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

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

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

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

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

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

***\*High Schools Only***

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

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

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

***Postsecondary Transition***

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

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

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. Understanding and unpacking the CCSS	1A.1. Provide daily instructional opportunities to increase the cognitive demand aligned with the rigor of the Common Core State Standards by reading and responding to complex texts and demonstrate higher-order thinking skills.	1A.1. Classroom teachers and Administration, Reading Coach	1A.1. Professional Development, Lesson Plans	1A.1. Student work samples, Benchmark Assessment, FCAT results
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase percentage of students achieving proficiency (FCAT Level 3) in Reading.	80% (221)	82% (234)					
			1A.2. Understanding and unpacking the CCSS	1A.2. Understand text complexity (quantitative and qualitative measures) for literary and informational texts to utilize during reading and content area instruction in grades K-5	1A.2. Classroom teachers and Administration, Reading Coach	1A.2. Professional Development, Lesson Plans	1A.2. Student work samples, Benchmark Assessment, FCAT results
			1A.3. Understanding and unpacking the CCSS	1A.3. Provide K-5 students with daily opportunities to engage in the close reading of complex texts to develop deep understanding of what the text says explicitly and to make logical inferences from it.	1A.3. Classroom teachers and Administration, Reading Coach	1A.3. Professional Development, Lesson Plans	1A.3. Student work samples, Benchmark Assessment, FCAT results
			1A.4. Sharing Benchmark Assessment kits	1A.4. Reading Record Benchmark Assessments three times per year for all K-5 students.	1A.4. Classroom Teachers, Reading and RtI Coaches	1A.4. Data Analysis, Classroom Performance	1A.4. Reading Records
			1A.5. Limited funds	1A.5. Purchase Common Core Exemplar Reading	1A.5. SIP funds, PTA funding, Administration	1A.5. Survey Teachers, Lesson Plans, Professional	1A.5. Student work samples, Lesson Plans

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			Texts		Development Feedback	
		1A.6. Limited funds	1A.6. Supply grade level classroom libraries with higher-level non-fiction and informational texts across disciplines.	1A.6. SIP funds, PTA funding, Administration	1A.6. Survey Teachers, Lesson Plans, Professional Development Feedback	1A.6. Student work samples, Lesson Plans
		1A.7 Limited funds	1A.7 Purchase Reading A-Z, web-based resource to provide access to leveled reading passages, decodable books, reader's theater scripts, phonics and phonological awareness activities and word sorts.	1A.7 SIP funds, PTA funding, Administration	1A.7 Teacher and student use	1A.7 Student work samples, Lesson Plans, Assessment results
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
		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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			1A.1. Understanding and unpacking the CCSS	1A.1. Provide daily instructional opportunities to increase the cognitive demand aligned with the rigor of the Common Core State Standards by reading and responding to complex texts and demonstrate higher-order thinking skills.	1A.1. Classroom teachers and Administration, Reading Coach	1A.1. Professional Development, Lesson Plans	1A.1. Student work samples, Benchmark Assessment, FCAT results
Increase percentage of students achieving proficiency (FCAT Levels 4 & 5) in Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	55% (151)	60% (171)					
			1A.2. Understanding and unpacking the CCSS	1A.2. Understand text complexity (quantitative and qualitative measures) for literary and informational texts to utilize during reading and content area instruction in grades K-5	1A.2. Classroom teachers and Administration, Reading Coach	1A.2. Professional Development, Lesson Plans	1A.2. Student work samples, Benchmark Assessment, FCAT results
			1A.3. Understanding and unpacking the CCSS	1A.3. Provide K-5 students with daily opportunities to engage in the close reading of complex texts to develop deep understanding of what the text says explicitly and to make logical inferences from it.	1A.3. Classroom teachers and Administration, Reading Coach	1A.3. Professional Development, Lesson Plans	1A.3. Student work samples, Benchmark Assessment, FCAT results
			1A.4. Sharing Benchmark Assessment kits	1A.4. Reading Record Benchmark Assessments three times per year for all K-5 students	1A.4. Classroom Teachers, Reading and RtI Coaches	1A.4. Data Analysis, Classroom Performance	1A.4. Reading Records
			1A.5. Limited funds	1A.5. Purchase Common Core Exemplar Reading Texts	1A.5. SIP funds, PTA funding, Administration	1A.5. Survey Teachers, Lesson Plans, Professional Development Feedback	1A.5. Student work samples, Lesson Plans
			1A.6. Understanding and unpacking the CCSS	1A.6. Understand text complexity (quantitative and qualitative measures) for literary and informational texts to utilize during reading and content area	1A.6. Classroom teachers and Administration, Reading Coach	1A.6. Professional Development, Lesson Plans	1A.6. Student work samples, Benchmark Assessment, FCAT results



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			instruction in grades K-5			
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	N/A	N/A				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1 Professional development so teachers can have a deeper understanding and application of contemporary research findings to drive instruction	3A.1 Provide clear learning goals, scales/rubrics and learning activities and provide students with frequent opportunities to set their learning goals	3A.1 Classroom teachers and Administration	3A.1 Team meetings to collaborate and determine shared common language of instruction, learning expectations and instructional and performance targets Rubrics and scales	3A.1 Student data and work samples across curricular subjects
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students demonstrating learning gains in Reading.	76% (210)	78% (222)					
			3A.2. Cost to purchase manuals, teachers need a manual for reference to plan instruction	3A.2. Purchase a <i>Continuum of Literacy Learning Manual</i> for all teachers and provide professional development on student reading behaviors.	3A.2. Administration, Reading Coach, Teachers	3A.2. Student Data and Reading Records	3A.2. Professional development in team meetings.
			3A.3. Integrating Positive Behavior Support with Conscious Discipline is new to staff. Frequent meetings will need to be held.	3A.3. Provide a safe, respectful and responsible learning environment in which reading can be taught to students and celebrate students' success	3A.3. Classroom teachers, all support staff, PBIS team	3A.3. Teachers will implement PBIS/CD school-wide and classroom commitments and components	3A.3. RTIB data, team discussions, Inservice documents
			3A.4. Professional development and time.	3A.4. Provide a model of effective teaching strategies using the Marzano Framework with focused feedback to cultivate reflective teaching practices.	3A.4. Administration and teachers	3A.4. PLC and team meeting discussion notes,	3A.4. Teacher observations, Student achievement results
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1 Allocation of staff to effectively implement the Inclusion Model, Part-time Mainstream Consultant	4A.1 Implement Inclusion Model of Instruction in grades 3-5	4A.1 Principal, mainstream consultant, ESE teachers and classroom teachers	4A.1 Students will be identified using benchmark results. Lesson plans will include names of students and skills being remediated	4A.1 Benchmark Assessments, informal assessments and student work samples
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase percentage of students in the lower 25% making learning gains in Reading.	59% (113)	63% (179)					
			4A.2 Limited time allocation with RtI Coach	4A.2 Utilize the Problem-Solving/MTSS team to design instructional strategies and interventions for students in the lowest quartile	4A.2 RtI Coach, Classroom teachers, LLT	4A.2 Progress monitoring of student achievement data, discussions of student progress during team meetings	4A.2 Formative and summative assessments, benchmark assessments
			4A.3 Fidelity of intervention implementation, independence of all students to support those in need of more individualized instruction	4A.3 Utilize school-wide intervention block for intensive and small group instruction	4A.3 Classroom teachers, LLT and RtI coach	4A.3 Progress monitoring of student achievement data, discussions of student progress during team meetings	4A.3 Formative and Summative Assessments, Benchmark Assessments

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 79%		80%	83%	84%	86%	88%	90%
	Reading Goal #5A:  The number of students scoring non-proficient will decrease by 50% in six years.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	Reading Goal #5B: N/A		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
	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.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
<i>Please note that each strategy does not require a professional development or PLC activity.</i>						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards: Text Complexity and Close Reading	K-5	Reading Coach	All Teachers	Early Release, Team Meetings, Monthly	Lesson Plans, Inservice Evaluations, Team Meeting Notes	Administration, SIP Chairs, Reading Coach
Analyzing Reading Records	K-5	Reading Coach	All Teachers	Early Release, Team Meetings, Monthly	Lesson Plans, Inservice Evaluations, Team Meeting Notes	Administration, SIP Chairs, Reading Coach

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

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

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
1A.5. Purchase Common Core Exemplar Reading Texts	Common Core Exemplar Texts K-5	SIP Funds, PTA	\$4,000.00
1A.6. Supply grade level classroom libraries with higher-level non-fiction and informational texts across disciplines.	Flying Start to Literacy	SIP Funds, PTA	\$5,995.00
1A.6. Supply grade level classroom libraries with higher-level non-fiction and informational texts across disciplines.	Leveled texts fiction and non-fiction	SIP Funds, PTA	\$7,000.00
			<b>Subtotal: \$16,995.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
1A.7 Purchase Reading A-Z, web-based resource to provide access to leveled reading passages, decodable books, reader's theater scripts, phonics and phonological awareness activities and word sorts.	Web-based program: Reading A-Z	SIP Funds, PTA	\$2,848.10
			<b>Subtotal: \$2,848.10</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$19,843.10</b>



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*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening/speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: N/A	2012 Current Percent of Students Proficient in Listening/Speaking:					
	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: N/A	2012 Current Percent of Students Proficient in Reading:					
	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #3:</b> N/A	2012 Current Percent of Students Proficient in Writing :					
	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

*End of CELLA Goals*

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

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. Becoming familiar with the newly adopted math series, providing sustained and systemic professional development	1A.1. Instruct by providing multiple opportunities for students to experience concrete-representational-abstract problems.	1A.1. Classroom teachers, Administration	1A.1. Collaborative planning, grade level articulation	1A.1. Lesson plans, Assessments and FCAT Results
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase percentage of students achieving proficiency (FCAT Level 3) in Math.	79% (218)	81% (231)					
			1A.2. Limited time constrains of the instructional day	1A.2. Increase focus of instructional time on deficit areas	1A.2. Classroom teachers	1A.2. Lesson plans, focus calendar	1A.2. Benchmark assessments, classroom assessments, FCAT
			1A.3. Purchasing and training, not all classrooms have Promethean Boards	1A.3. Incorporate Brain Pop Interactive instructional tool and National Library of Virtual Manipulatives with the Promethean Boards	1A.3. Classroom teachers	1A.3. Lesson plans	1A.3. Benchmark assessments, FCAT
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1. Collaborative planning opportunities	2A.1. Provide opportunities for students to engage in learning experiences where the depth of knowledge is at level 3 and level 4	2A.1. Classroom teachers, Sip Team, Administration	2A.1. Lesson plans, student learning activities, use of DOE website and the availability of cognitive complexity codes	2A.1. Lesson plans, Assessments, FCAT
<u>Mathematics Goal</u> #2A: Increase percentage of students achieving proficiency (FCAT Levels 4 & 5) in Math.	<u>2012 Current Level of Performance:*</u> 45% (124)	<u>2013 Expected Level of Performance:*</u> 61% (174)					
			2A.2. Materials for differentiation, classroom management, teacher planning, focus is often on students in need of remediation	2A.2. Provide enrichment opportunities and differentiated learning opportunities during the school wide intervention time on the master schedule	2A.2. Classroom teachers	2A.2. Student work samples, student feedback	2A.2. Lesson Plans, FCAT Results
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B: N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1. Collaborative planning and data analysis opportunities, new teacher need to be trained in Performance Matters	3A.1. Analyze data from a variety of sources including benchmark data to drive instruction	3A.1. Classroom teachers, RTI Coach, Administration	3A.1. Data Team Meetings	3A.1. Instructional calendars and benchmark data
<b>Mathematics Goal #3A:</b> Increase the percentage of students demonstrating learning gains in Math.	2012 Current Level of Performance: * 74% (204)	2013 Expected Level of Performance: * 77% (219)					
			3A.2. Related Arts teachers have a curriculum and incorporating NGSSS could be challenging	3A.2. Incorporate mathematical reasoning, concepts, applications and problem solving opportunities while in Related Arts	3A.2. Related Arts teachers	3A.2. Lesson plans	3A.2. Benchmark assessments and FCAT results
			3A.3. Professional development so teachers can have a deeper understanding and application of contemporary research findings to drive instruction	3A.3. Provide clear learning goals, scales/rubrics and learning activities	3A.3. Classroom teachers and Administration	3A.3. Team meetings to collaborate and determine shared common language of instruction, learning expectations and instructional and performance targets Rubrics and scales	3A.3. Student data and work samples across curricular subjects
			3A.4. Becoming familiar with the newly adopted math series	3A.4. Provide regular opportunities for students to write about mathematics, create multiple representations of problems and justify their thinking	3A.4. Classroom teachers	3A.4. Students will use math logs/journals/notebooks	3A.4. Teacher examination and reflection of logs/journals/notebooks
			3A.5. All staff needs to understand and be able to follow the steps of the FCIM	3A.5. Continue to implement the Florida Continuous Improvement Model to guide and improve the school's instructional cycle	3A.5. Staff, Administration	3A.5. Team meetings, Staff meetings, professional development opportunities	3A.5. FCAT scores, student achievement, SIP progress reports
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.

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

mathematics.							
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#3B:							
N/A	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1. Number Worlds may not reflect NGSSS or CCSS	4A.1. Implement SRA Number Worlds instructional program	4A.1. ESE teachers	4A.1. Train teachers, Implement for Tier 2 & 3	4A.1. Progress monitoring, assessments and FCAT results
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the percentage of students in the lower 25% making learning gains in Math.	65% (69)	(69%) (71)					
			4A.2. Understanding Performance Matters and interpreting data to plan	4A.2. Monitor progress as determined by progress monitoring tools, student work samples and analyze data from Benchmark assessments to align and differentiate instruction	4A.2. Classroom teachers, SIP Math team, RtI team RtI Coach, and Administration	4A.2. Analyze student performance data, target areas for instruction and develop instructional strategies	4A.2. Benchmark Assessments, Progress Monitoring Tools, MacMillan Assessments
			4A.3. RtI Coach is shared between two schools, RtI framework is still relatively new to teachers, new teachers on staff, graphing to progress monitor	4A.3. Utilize the Problem-Solving/MTSS team to design instructional strategies and interventions for students in the lowest quartile.	4A.3. RtI Team, Classroom teachers, Administration	4A.3. RtI Meetings, Implementation of the Form #194	4A.3. Progress Monitoring Tools

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Mathematics Goal #5A:</b> The number of students scoring non-proficient will decrease by 50% in six years.	<b>Baseline data 2010-2011</b>  79%		79%	80%	81%	83%	85%	87%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> <b>#5E:</b>  <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>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Elementary School Mathematics Goals*

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

**Middle School Mathematics Goals**

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

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Mathematics Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<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.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Mathematics Goal #2A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Mathematics Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Mathematics Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>  <b>Mathematics Goal #5B:</b>  <i>Enter narrative for the goal in this box.</i>			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
2012 Current Level of Performance: *  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: *  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.		
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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

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

*End of Middle School Mathematics Goals*



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

**Florida Alternate Assessment High School Mathematics Goals**

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

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

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

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

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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

<b>Algebra 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Algebra 1 Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>  <b>Algebra 1 Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	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.	

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

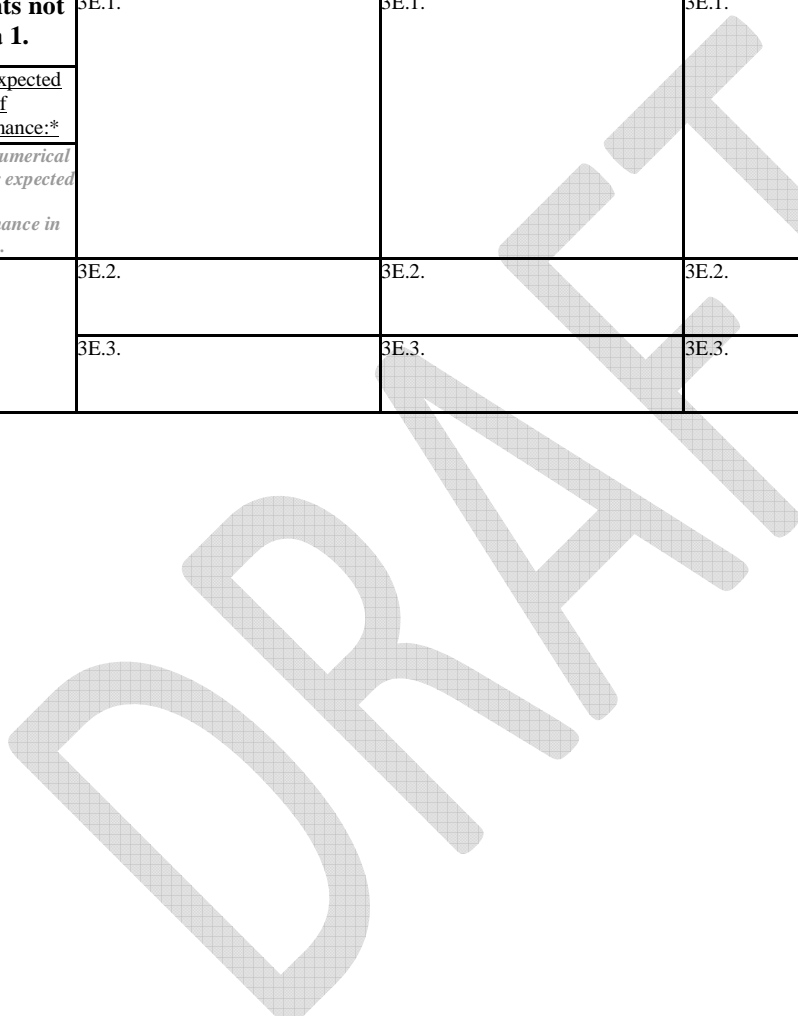
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation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



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

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

*End of Algebra 1 EOC Goals*



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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Geometry Goal #1:</b> <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>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Geometry Goal #2:</b> <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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Geometry Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2011-2012</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>  <b>Geometry Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	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.

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

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

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

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

*End of Geometry EOC Goals*

## Mathematics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Art & Science of Teaching (District PD E-Library)	K-5	Coaches, Administration	School-wide	Early Release (monthly) Team Meetings (monthly)	Lesson Plans	SIP Chairs, Administration
NGSSS and Common Core/Cognitive Complexity	K-5	SIP Team	Grade levels K-5	Early Release (monthly) Team Meetings (monthly)	Team Meetings	SIP chairs
Data Disaggregation and Team Meetings	K-5	Teams	Grade levels K-5	Monthly	Team Meetings/Student Data Charts	Administration

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
4A.2. Implement SRA Number Worlds instructional program	Intervention Materials	SIP	295.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Incorporate Brain Pop Interactive instructional tool and National Library of Virtual Manipulatives with the Promethean Boards	Brain Pop	SIP	1,500.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$1,795.00</b>

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1. Teachers need to explore and become familiar with the materials and instructional resources available in new series	1A.1. Provide training for teachers to become familiar with new Fusion Science series	1A.1. SIP team, Administration	1A.1. Team collaboration and planning, follow district's pacing guide	1A.1. FCAT scores, formative assessments, Benchmark scores
<b>Science Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Increase percentage of students of proficiency (FCAT Level 3) in Science.	71% (96)	74% (100)					
			1A.2 Instructional materials, teacher training	1A.2 Incorporate the 5E's method of science instruction.	1A.2 Science Lab Teacher, Classroom teachers	1A.2 Lesson plans, district science scope and sequence	1A.2 Science benchmark assessments, FCAT, formative assessments
			1A.3 Implementation with fidelity	1A.3 Provide K-5 students opportunities to write about science experiences in science journals/notebooks	1A.3 Science Lab Teacher, Classroom teachers	1A.3 Lesson Plans	1A.3 Student samples,
			1A.4 Cost to purchase materials.	1A.4 Incorporate instructional enhancements from sources such as United Streaming, Brain Pop, Lakeshore Learning Kits, FOSS and Science Court	1A.4 Classroom teachers, Science Lab	1A.4 Lesson plans	1A.4 FCAT results, Benchmark results,
			1A.5 Professional development in the use of formative assessments.	1A.5 Implement the use of formative assessments in science and science assessment probes.	1A.5 Science Lab Teacher, Classroom teachers	1A.5 Lesson plans	1A.5 Student samples, lesson plans,
			1A.6 Professional development so teachers can have a deeper understanding and application of contemporary research findings to drive instruction	1A.6 Provide clear learning goals, scales/rubrics and learning activities	1A.6 Classroom teachers and Administration	1A.6 Team meetings to collaborate and determine shared common language of instruction, learning expectations and instructional and performance targets	1A.6 Student data and work samples across curricular subjects

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

					Rubrics and scales	
		1A.7 Student interest and participation and teachers providing routine/daily opportunities to do so	1A.7 Provide students routine opportunities to establish learning goals and celebrate success	1A.7 Teachers	1A.7 Routine structure in each classroom	1A.7 Student samples, Student Progress charts and Tracking Graphs
		1A.8 Integrating Positive Behavior Support with Conscious Discipline is new to staff. Frequent meetings will need to be held.	1A.8 Provide a safe, respectful and responsible learning environment in which science can be taught to students.	1A.8 Classroom teachers, all support staff, PBIS team	1A.8 Teachers will implement PBIS/CD school-wide and classroom commitments and components	1A.8 PBIS data, team discussions, Inservice documents
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
N/A	N/A	N/A				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.



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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1. Providing professional development on Content-Area Literacy	2A.1. Provide science content to students by using leveled readers during independent reading	2A.1. Science Lab Teacher, Classroom teachers, Reading Coach, Media Specialist	2A.1. Lesson plans, district science scope and sequence	2A.1. Science benchmark assessments, FCAT, formative assessments
<b>Science Goal #2A:</b> Increase percentage of students achieving proficiency (FCAT Levels 4 & 5) in Science.	<u>2012 Current Level of Performance:*</u> 27% (26)	<u>2013Expected Level of Performance:*</u> 30% (100)					
			2A.2. The Interactive Read-Aloud for fiction is the target of staff development. Adding this next layer of planning and delivery could negatively impact the level of teacher readiness	2A.2. Pilot the Interactive Read-Aloud for Non-Fiction and Content Area Reading	2A.2. Assistant Principal, Reading Coach and Pilot group of teachers from grade 4 and 5	2A.2. Lesson plans, district science scope and sequence	2A.2. Science benchmark assessments, FCAT, formative assessments and student reading response notebooks
			2A.3 Implementation with fidelity	2A.3 Provide routine opportunities for students to set and celebrate their learning goals	2A.3 Classroom teachers and Administration	2A.3 PLC discussions, SIP Team input, teacher feedback, student feedback	2A.3 Student samples, classroom learning celebration schedules
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Science Goal #2B:</b> N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013Expected Level of Performance:*</u> N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

*End of Elementary and Middle School Science Goals*

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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]).

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

*End of Florida Alternate Assessment High School Science Goals*

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

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

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<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Biology 1 Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<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>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Biology 1 Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology 1 EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology with new Fusion Science series	K-5	SIP Team Chairs, Administration	K-5 Teachers	Early Release, Team Meeting	Lesson plans, Benchmark Assessments	SIP Team and Science Lab Teacher, Classroom Teachers
Using the District Science Scope and Sequence Maps and Science Resource Room	K-5	SIP Team Chairs	K-5 teachers	Quarterly	SIP Team to present at following faculty meeting new materials, work accomplished. All classroom teachers to use available resources as reflected in lesson plans and 5E activities.	SIP Team and Science Lab Teacher
Using Formative Assessments in Science and Uncovering Student Ideas in Science by Dr. Page Keeley	K-5	SIP Team	K-5 teachers	Quarterly	Incorporate in science instruction, lesson plans, student samples,	SIP Team and Science Lab Teacher
Understanding, incorporating and planning for cognitive complexity in Science using the district science web site and DOE resources	K-5	SIP Team	K-5 teachers	Quarterly	Incorporate in science instruction, lesson plans, student samples,	SIP Team and Science Lab Teacher

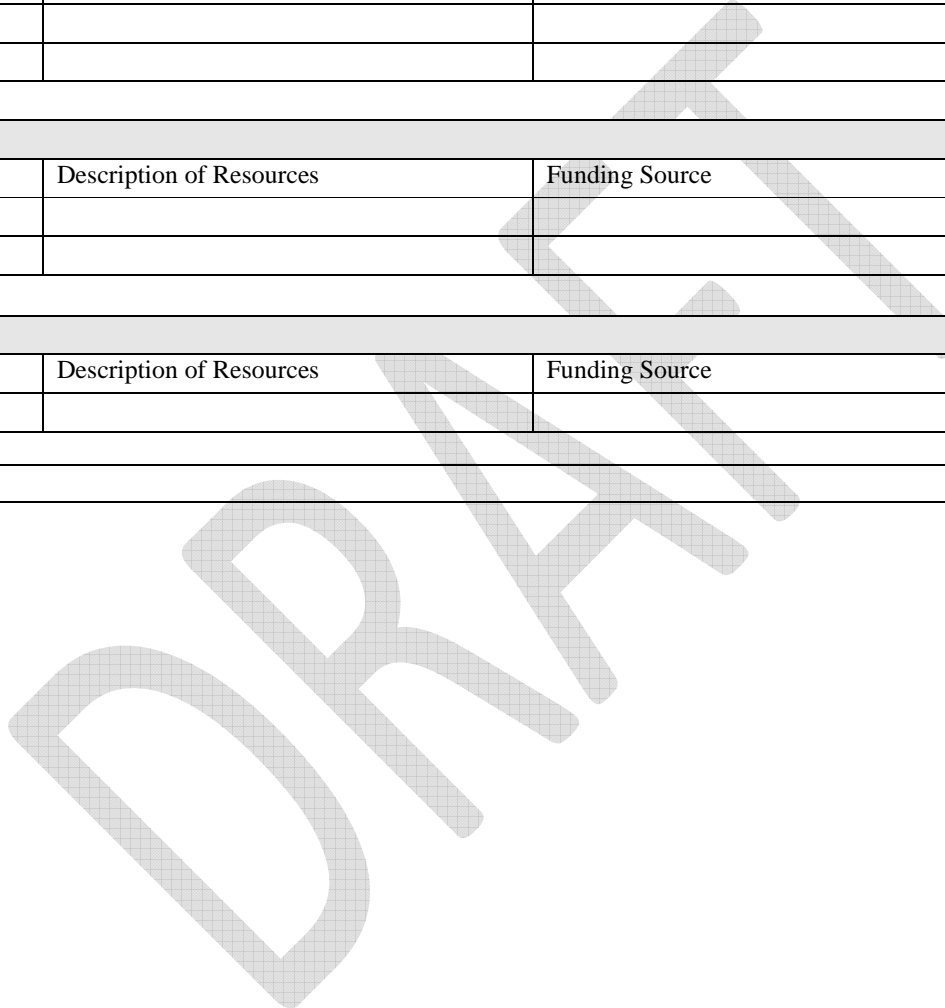
**Science Budget (Insert rows as needed)**

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

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

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$0.00</b>			

*End of Science Goals*



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

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. Limited funding	1A.1. Continue to implement the instructional model of Writer's Workshop by purchasing the Writing Fundamentals Units of Study	1A.1. SIP Team, Reading Coach, RtI Coach, Assistant Principal	1A.1. PLC discussions, SIP Team input	1A.1. Lesson plans, mini-lessons and strategy charts, and student samples
Writing Goal #1A: Increase the percentage of students achieving proficiency at 4.0 or above on FCAT Writes.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	95% (100)						
		96% (84)					
			1A.2. Becoming familiar with CCSS	1A.2. Emphasize the specific writing types as outlined in the Common Core State Standards: arguments, informative/explanatory texts and narrative	1A.2. Teachers, Administration, Coaches	1A.2. Team Meetings	1A.2. Lesson Plans, Student work samples
			1A.3. Teacher concerns due to parental pressure of traditional percent-based summative assessments	1A.3. Implement the use of rubrics to assess qualities of good writing and components of the writing process across K-5 grade levels	1A.3. SIP Team, Reading Coach, RtI Coach, Assistant Principal	1A.3. PLC discussions, SIP Team input, teacher feedback	1A.3. Student work samples and rubrics
			1A.4. Time to continue effective professional development and funding resources to purchase a mentor text library	1A.4. Continue to implement the use of mentor texts to demonstrate the qualities of good writing and writer's craft across K-5 grade levels	1A.4. SIP Team, Reading Coach, RtI Coach, Assistant Principal	1A.4. PLC discussions, SIP Team input, teacher feedback	1A.4. Student samples, lesson plans

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		1A.5. Teachers need to become familiar with the rigor, and expectations of the FCAT Writing changes	1A.5. Provide training for teachers regarding the changes in FCAT writing, and implementation of NGSSS and Common Core State Standards	1A.5. Assistant Principal	1A.5. In-service Training	1A.5. FCAT Writing results, In-Service Evaluations
		1A.6. Students accessing lists daily when writing	1A.6. Develop a list of commonly spelled words for each grade level and make available in student writing folders	1A.6. Teachers and SIP Team	1A.6. Word Lists, Teacher observation of student use	1A.6. Student writing samples
		1A.7. Developing effective mini-lessons and using mentor texts to model	1A.7. Increase expectation and instruction of the control of the quality of support and the correct use of conventions in student writing school-wide	1A.7. Teachers	1A.7. Examine student evidence in student writing samples	1A.7. Mini-lessons, teacher modeling, mentor texts, student work samples
		1A.8. FCAT Writing assessed prompted writing as a result prompted writing is what is focused on, often removing the option for student choice with whole-class topics	1A.8. Provide students the opportunity to choose their own writing topics and set individual learning goals for improvement	1A.8. SIP Team, Reading Coach, RtI Coach, Assistant Principal	1A.8. PLC discussions, SIP Team input, teacher feedback, student feedback	1A.8. lesson plans, student samples
		1A.9. Training teachers to distinguish and design learning goals and learning activities	1A.9. Provide clear learning goals, scales/rubrics and learning activities	1A.9. Classroom teachers and Administration	1A.9. Team meetings to collaborate and determine shared common language of instruction, learning expectations and instructional and performance targets Rubrics and scales	1A.9. Student data and work samples across curricular subjects
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
N/A	N/A	N/A				

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FLDOE FCAT 2.0 Changes	4	Writing Coach/District Reading/LA Coordinator	Assistant Principal	September 21, 2012	Inservice Evaluation	Assistant Principal
Writer's Workshop	K-5	Assistant Principal, Reading Coach	K-5 teachers	Early Release days, team meetings, faculty meetings	Develop teaching points, observe mini-lessons, and strategy charts	SIP Writing Chairs

**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
1A.1. Continue to implement the instructional model of Writer's Workshop by purchasing the Writing Fundamentals Units of Study	Writing Fundamentals Units of Study	SIP, District, PTA	\$18,382.00
			<b>Subtotal:\$18,382.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1A.1.Continue to implement the instructional model of Writer's Workshop by purchasing the Writing Fundamentals Units of Study	Writing Fundamentals Units of Study	PTA	\$1,800

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			<b>Subtotal:\$1,800.00</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
			<b>Subtotal:</b>
			<b>Total:20,182.00</b>

*End of Writing Goals*

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

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

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

<b>Civics EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

**Civics Professional Development**

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

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

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

*End of Civics Goals*

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Revised April 29, 2011**

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

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

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

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**U.S. History Professional Development**

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

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

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

*End of U.S. History Goals*

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**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1A.1. Parents' attendance at grade level curriculum nights and their attention to the information provided in the Student/Parent Handbook	1A.1. Administrators will emphasize the importance of attendance, arriving at school promptly, and information will be provided about the Superintendent's "Bring it 180" initiative during the beginning of the year grade level curriculum nights. Information and reminders will also be included in the Student/Parent Handbook and the PTA newsletter	1A.1. Principal/Assistant Principal	1A.1. Attendance and Tardy data	1A.1. TERMS data
<b>Attendance Goal #1:</b> Increase the current attendance and tardy rate.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	98% (537)	99% (536)					
	<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>					
	4% (25)	2% (10)					
	<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>					
	2% (10)	1% (5)					
			1A.2. Parents' cooperation	1A.2. Attendance and tardies will be monitored on an on-going basis, letters detailing the number of absences and/or tardies and the importance of attending and being prompt at school will be sent home with Interim reports and Report Cards	1A.2. Principal/Teachers/Data Entry Clerk	1A.2. Letters sent to parents, Interim reports, and Report Cards	1A.2. TERMS data

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		1A.3.Parent attendance at conferences and the inability to reach the parent to discuss concerns	1A.3. Conferences/phone calls will be scheduled with parents to discuss concerns regarding attendance and tardies	1A.3. Principal/Teachers	1A.3. Conference documentation	1A.3.TERMS data
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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conscious Discipline (CD)/Positive Behavior Support (PBS) In-service training	K-5	CD/PBS Committee Co-Chairs	All staff school-wide	Monthly	Question/suggestion box for the staff School-wide discipline data	CD/PBS Committee, Guidance, and Administration

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

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

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*End of Attendance Goals*

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**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>			<b>Problem-solving Process to Decrease Suspension</b>				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1A.1 All staff needs to be trained to implement with fidelity the Conscious Discipline and PBIS structures school-wide	1A.1. Continue to attend Conscious Discipline (CD)/Positive Behavior Intervention Support (PBIS) trainings to support full implementation school-wide	1A.1 The Conscious Discipline/ Positive Behavior Support Committee, Administration, and Guidance	1A.1. Faculty and Staff feedback	1A.1. In-service Evaluation forms
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>Enter narrative for the goal in this box.</i>	5	3					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	4 (537)	2 (536)					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	3	2					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	2 (537)	1 (536)					
			1A.2. The availability of staff	1A.2. Teachers will be asked to serve on a committee, along with administrators and guidance to monitor and implement school-wide CD/PBIS plan	1A.2.The Conscious Discipline/Positive Behavior Support Committee, Administration, and Guidance	1A.2. The school’s CD/PBIS plan.	1A.2. School-wide data
			1A.3. The time needed to effectively train the staff in the school-wide discipline plan	1A.3. The committee will train the school staff in the implementation of the school’s CD/PBIS plan	1A.3. Faculty, Administration, and Staff	1A.3. School-wide data	1A.3.School-wide data

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conscious Discipline (CD)/Positive Behavior Support (PBS) In-service training	K-5	CD/PBS Committee Co-Chairs	All staff school-wide	Monthly	Question/suggestion box for the staff School-wide discipline data	CD/PBS Committee, Guidance, and Administration

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

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

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

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

**Dropout Prevention Professional Development**

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

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

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

*End of Dropout Prevention Goal(s)*



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

**Parent Involvement Goal(s)**

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1. Parental attendance	1.1. Every registered family will be represented by a parent or guardian to	1.1. Administration and teachers	1.1. Provide a calendar of school-related activities for parent involvement including but not limited to, Boosterthon, Center Days, Conferences, Fall Fest, Carnival, Family Flix, Chorus, Band, Book Fairs, All Pro Dad, and Parent Workshop	1.1. Teacher survey of parental attendance.
<b>Parent Involvement Goal #1:</b> Increase parental involvement of school-related activities.	<u>2012 Current Level of Parent Involvement:*</u> 90%	<u>2013 Expected Level of Parent Involvement:*</u> 100%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

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

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**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

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

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

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

**STEM Professional Development**

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

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

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

*End of STEM Goal(s)*

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

**Career and Technical Education (CTE) Goal(s)**

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

**CTE Professional Development**

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

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

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

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
	<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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

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

*End of Additional Goal(s)*



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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:\$19,843.10</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:\$1,795.00</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:\$20,182.00</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total:\$41,820.10</b>

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

**Differentiated Accountability**

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

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

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

Are you reward school  Yes  No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

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

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
Support the goals of the School Improvement Plan.	