Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: South Woods Elementary	District Name: St. Johns County
Principal: Cathy Hutchins	Superintendent: Dr. Joseph Joyner
SAC Chair: Patricia Eighmey	Date of School Board Approval: 11/13/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

Principal	Catherine A. Hutchins	Early Childhood Education Elementary Education (Gr. 1-6) Educational Leadership (School Principalship – all levels) Visually Impaired (Gr. K-12) Reading Endorsed		17 Years	Performance Record: 1995-1998 – Cunningham Creek Elem. – Not available Cunningham Creek Elem. -1999 through 2005= School Grade =A 2005 -2009– Timberlin Creek Elem. Grade = A 2010=Grade B, 2011 and 2012 – Grade = A FCAT Achievement Levels: <u>Percentage of students meeting High Standards in Reading</u> Cunningham Creek – 2002-85, 2003-91, 2004-94, 2005- 95 Timberlin Creek – 2006-87, 2007-93, 2008-92, 2009-95, 2010-94, 2011-94, 2012- TBA <u>Percentage of Learning Gains in Reading</u> Cunningham Creek - 2002-72, 2003-79, 2004-76, 2005-78, Timberlin Creek - 2006-68, 2007-85, 2008-72, 2009-82, 2010-70, 2011-72, 2012-TBA <u>Percentage of lowest 25% making learning gains in Reading</u> Cunningham Creek – 2002-66, 2003-88, 2004-78, 2005- 75 Timberlin Creek – 2006-59, 2007-76, 2008-69, 2009-83, 2010-63, 2011-74, 2012- TBA <u>Percentage of students meeting High Standards in Math</u> Cunningham Creek – 2002-83, 2003-85, 2004-92, 2005- 91 Timberlin Creek – 2006-84, 2007-88, 2008-87, 2009-93, 2010-92, 2011-95, 2012- TBA <u>Percentage of Learning Gains in Math</u> Cunningham Creek - 2002-82, 2003-81, 2004-80, 2005-76, Timberlin Creek - 2006-69, 2007-74, 2008-71, 2009-83, 2010-59, 2011-69, 2012-TBA <u>Percentage of lowest 25% making learning gains in Math</u> Timberlin Creek – 2007-72, 2008-55, 2009-81, 2010-47, 2011-78, 2012- TBA <u>Percentage of students meeting high standards in Writing</u> Cunningham Creek - 2002-89, 2003-92, 2004-91, 2005-87 Timberlin Creek - 2006-83, 2007-81, 2008-79, 2009-95, 2010-92, 2011-94, 2012-TBA

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

Assistant Principal	Mary Davis	Master's Degree in Educational Leadership	3	16	South Wood's performance during the three years as Asst. Principal is: School Grade – 2010= A, 2011=A, 2012=B Percentage of students meeting high standards in reading, 2012-73, 2011-80, 2012- Percentage of students meeting high standards in Math, 2010-81, 011-79, 2012- , Percentage of students meeting high standards in science, 2010-48, 2011-63, 2012- ,Percentage of students meeting high science, 2010-48, 2011-63, 2012- ; percentage of students meeting high standards in writing, 2010-84, 2011-95, 2012 ; learning gains in reading, 2010-63, 2011-65, 2012- ; learning gains in math, 2010-63, 2011-65, 2012- ; learning gains for the lowest quartile in reading, 2010-51, 2011-61, 2012- , learning gains for the lowest quartile in math, 2010-63, 2011-69, 2012- ;and percentage of AYP criteria met, 2010-79, 2011-85, 2012- .

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

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)
K-6	Denelle Newcomb	Elementary Education ESOL K-12 Reading K-12	1	1	Percentage of students meeting High Standards in Reading Timberlin Creek – 2009-95, 2010-94, 2011-94, 2012- TBA Percentage of Learning Gains in Reading Timberlin Creek - 2009-82, 2010-70, 2011-72, 2012-TBA Percentage of lowest 25% making learning gains in Reading Timberlin Creek – 2009-83, 2010-63, 2011-74, 2012- TBA Percentage of students meeting High Standards in Math Timberlin Creek – 2009-93, 2010-92, 2011-95, 2012- TBA Percentage of Learning Gains in Math Timberlin Creek - 2009-83, 2010-59, 2011-69, 2012-TBA Percentage of lowest 25% making learning gains in Math Timberlin Creek – 2009-81, 2010-47, 2011-78, 2012- TBA Percentage of students meeting high standards in Writing Timberlin Creek - 2009-95, 2010-92, 2011-94, 2012-TBA Percentage of students meeting level 3 or higher in Science Timberlin Creek – 2009-65, 2010-78, 2011-80, 2012-

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

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

1.	St Johns County Schools has an extensive pool of applicants seeking employment through the SJCSD PATS System. Applicant's applications are screened to be sure they meet the highly qualified status to work in a Title I School.	Principal	ongoing
2.	A new teacher induction program is conducted in the summer to help new teachers to become familiar with the rituals and routines of our school. In addition, a new teacher meeting is conducted monthly to assist teachers with monthly activities and responsibilities. Ongoing coaching is provided as part of the EEE instructional evaluation program and teacher professional growth.	Principal Assistant Principal Instructional Literacy Coach	ongoing
3.			
4.			

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

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
None All teachers in-field. All teachers have received effective ratings.	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
41	0	15%	46%	39%	37%	100%	12%	2%	80%

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

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

Lisa Marsh	Denise Fazzari	- Classroom Proximity - Same grade/subject level taught	There will be an on-going, open, two way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community and school culture, and professionalism.
Dawn Mariotti	Kristin Radloff	-Years of teaching experience	
Pat Eighmey	Megan Kelly	- Familiarity with the curriculum	
Katie Merkley	Kristen Eberhardt	- Familiar with the school culture, protocol, and expectations.	
Lisa Frantz	Megan Marasigan		

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

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
South Woods Elementary is a Title I School-Wide school due to the 77% Economically Disadvantaged population that we serve. All compliance measures are implemented and documented through the Title I Office at the St. Johns County School District. Superintendent Joseph Joyner and Special Programs Director, Scott Sherman, and George Leidigh, Director of Federal Programs, meet with all Title I schools regularly to ensure compliance in meeting federal standards. Title I and II services also supported state and local curriculum services with the inclusion of the Florida Continuous Improvement Model, Leader in Me Training, SJC District Fidelity Check Visits, and Kagen Learning Strategies.
Title I, Part C- Migrant
A Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Dropout Prevention Programs.
Title II
District receives supplemental funds for improving basic education programs through the purchase of instructional resources to supplement our academic program. New technology in classrooms will help increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
District Homeless Social Worker provides resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will supplement Title I funds to offer after-school tutoring during the regular school year.
Violence Prevention Programs
The school offers a non-violence and anti-drug program (Red Ribbon Week) that includes age-appropriate activities. These activities are coordinated through the guidance department.
Nutrition Programs
We have a partnership with the University of Florida Extension Program. Programs are offered to students; healthy nutrition materials are provided and utilized in the classroom; and the Extension Agent presents lessons to designated grade levels.
Housing Programs
The Homeless Student District Liaison provides support to our homeless families helping them locate housing as well as working with our bus transportation dept. to resolve transportation issues so that children are provided continuity by being allowed to remain at our school regardless of their zoned school.

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

Head Start
South Woods has one Head Start Classroom that serves 18 low socioeconomic statuses of three and four year old students.
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
SES tutoring is offered both on and off campus for our SES (Level 1 and 2 students in grades 3, 4, and 5) students throughout the school year. Flagler College and UNF students complete their practicum hours at our school working with our most at risk students providing one-on-one tutoring, particularly in the area of reading. In addition, we have the University of St. Augustine that comes to our school to work with students who need help with fine motor skills and handwriting.

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. MTSS School Team Members include: Principal, Assistant Principal, School Counselor, School Psychologist, Instructional Literacy Coach, Speech/Language Pathologist and Behavior Specialist. Responsibilities: - Member of core team - Attends core team meetings - Attends RtI Review meetings with teacher - Helps develop Tier II and Tier II academic and behavior plans - Develops agenda for RtI meetings - Responsible for gathering attendance data - Responsible for gathering behavior data in conjunction with schools behavior specialist - Graph students' progress monitoring data - Participates in gap analysis - Makes the RtI team aware of healthy/medical conditions that may impact learning - Takes minutes during the meeting. - Provides the minutes of the meetings to all RtI members in a timely fashion - Files paperwork for RtI students in the RtI Folder - Updates data in the RtI digital database - Maintains RtI paperwork binder - Schedules meetings to review RtI plans with teachers - Performs Speech and Language screenings - Performs vision and hearing screenings - Sends home referrals based on vision and hearing needs. - Refers students/parents to appropriate community resources - Participates in parent conferences when necessary - Performs classroom observations (fidelity checks) - Develops progress monitoring probes - Reviews school wide progress monitoring data - Conducts process testing for purposes of intervention planning - Conducts guidance lessons based on specific areas of need - Provides training to staff/teachers on RtI procedures, progress monitoring, and related interventions - Finalizes RtI/ESE referral packet and submits to the LEA

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

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?
 - Provide vision for both academic and behavioral success
- Plans, implements, and monitors the progress of school improvement
- Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving
- Systematically evaluates the school infrastructure, scheduling, personnel, and curriculum resources, staff development and procedures
- Meeting frequency - weekly

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 designated a working group, including the Principal and the Instructional Literacy Coach, to represent the team in development and implementation of the school improvement plan as it pertains to RtI. This working group provides data on RtI Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Baseline Data
Reading and Math – Florida Comprehension Assessment Test (FCAT)
Reading – Florida Assessments for Instruction in Reading (FAIR) for Kdg. and lowest 30% at each grade level
Reading, Math & Science – Discovery Education
Writing – Writing prompts
Behavior – Daily Behavior charts, ABC Data

Mid-Year Data
Reading – Florida Assessments for Instruction in Reading (FAIR) for Kdg. and lowest 30% at each grade level
Reading, Math & Science – Discovery Education
Writing – Writing prompts
Behavior – Daily Behavior charts, ABC Data

End of the Year Data
Reading and Math – Florida Comprehension Assessment Test (FCAT)
Reading – Florida Assessments for Instruction in Reading (FAIR) for Kdg. and lowest 30% at each grade level
Reading, Math & Science – Discovery Education
Writing – Writing prompts
Behavior – Daily Behavior charts, ABC Data
SWIS - ?

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

Describe the plan to train staff on MTSS.
The MTSS Leadership Team received initial district training on August 9, 2012. This team will receive additional district training throughout the school year. Professional Development on MTSS was conducted for the staff on Friday, August 17, 2012. The MTSS Leadership team will also evaluate additional staff professional development needs during monthly faculty meetings and PLC session throughout the school year.
Describe the plan to support MTSS.
SWES is committed to supporting the MTSS process to help assist students. Our goal is to implement, monitor, and collect data to help make informed academic decisions for our students with fidelity. As we place students on plans, we will used research based programs, collect data points for 6 weeks and make decisions based on data collected. We will be true to the process so students can be assessed and provided the necessary services they require to be successful in the academic setting.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Principal, Assistant Principal, Instructional Literacy Coach (ILC), Team Leaders, CCSS Team members and SAC Teacher Representatives
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT will meet monthly to collaborate on best instructional practices, alignment of classroom activities related to the School Improvement Plan, Common Core Standards, and the latest educational research and findings. The ILC will meet with individual grade level teams throughout the year to analyze student achievement and progress monitoring data.
What will be the major initiatives of the LLT this year?
The LLT will focus on all of our students making learning gains in all subject areas. An emphasis will be placed on both reading and math gains with all students with special focus on the lowest 30% to assure they are making the adequate learning gains. Special emphasis will be placed on student independent and proficiency reading levels, experience with cold reads while building stamina so they can meet success when reading longer passages as experienced in Discovery Education and FCAT assessments.

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.

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

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.

Many students entering SWES have had some type of previous school like experiences. South Woods had a Head Start classroom, two PreK-ESE programs and a few VPK slots at the school during the 2011-12 school year. SWES also collaborates with three local day care facilities to schedule visitations for upcoming kindergarten students. Students do spend the entire school day in school. Our school's goal is to increase the number of VPK students that we serve so we can better assist with interventions prior to starting kindergarten.

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.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading *Enter numerical data for current level of performance in this box.*.	1A.1. Limited exposure to learning opportunities outside of the school setting, large percentage of ESE students, and limited conversational language.	1A.1. Increase the number of outside experiences that enhance their learning (i.e. in-house and field trips): -Guidance Lessons -Classroom activities that promote conversation - Second Step curriculum	1A.1. Principal Guidance Counselor Classroom Teachers Behavior Specialist	1A.1. Increase the number of opportunities for experiential learning.	1A.1. Surveys Student Feedback		

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

Reading Goal #1A: South Woods will increase the percentage of students achieving proficiency in reading from 29% to 32%, an increase of 3 %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	29% (71)	32% (83)				
		1A.2. Student motivation and enthusiasm to read to learn.	1A.2. -Teacher read a-louds/think a-louds -Novel studies	1A.2. Classroom teachers, Media Specialist, Literacy Leadership Team, Instructional Literacy Coach	1A.2. Increase the proficiency level of students participating in reading programs.	1A.2. Proficiency level increase
		1A.3. Increase the use of text complexity (Webb's Depth of Knowledge), Common Core Standards, and differentiation during reading instruction to increase the percentage of students achieving proficiency in reading.	1A.3. Teacher training in text complexity, Common Core Standards, and differentiation. Teachers using different questioning strategies and written responses. Teachers teach to the new standards	1A.3. Administrative Team, Literacy Leadership Team, Instructional Literacy Coach, Classroom teachers, support staff.	1A.3. Increase in proficiency at each benchmark. Increase the use of CCS as teachers are teaching throughout the school day	1A.3. Discovery Education Assessments, FAIR, DRA, Released FCAT Items, FOCUS, FCAT Explorer

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

1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in reading.	1B.1. 1A.1.	1B.1. 1A.1.	1B.1. 1A.1.	1B.1.	1B.1.		
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		Enter numerical data for expected level of performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3. .	1B.3.	

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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Limited exposure to learning opportunities outside of the school setting, large percentage of ESE students, and limited conversational language	2A.1. Increase the number of outside experiences that enhance their learning (i.e. in-house and field trips): -Guidance Lessons -Classroom activities that promote conversation - Second Step curriculum	2A.1. Principal Guidance Counselor Classroom Teachers Behavior Specialist	2A.1. Increase the number of opportunities for experiential learning.	2A.1. Surveys Student Feedback		
Reading Goal #2A: South Woods will increase the percentage of students achieving above proficiency in reading from 28% to 31%, an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28% (70)	31% (22)					

		2A.2. Student motivation and enthusiasm to read to learn.	2A.2. -Teacher read a-louds/think a-louds -Novel studies	2A.2. Classroom teachers, Media Specialist, Literacy Leadership Team, Instructional Literacy Coach	2A.2. Increase the proficiency level of students participating in reading programs.	2A.2. Proficiency level increase	
		2A.3. Increase the use of text complexity (Webb's Depth of Knowledge), Common Core Standards, and differentiation during reading instruction to increase the percentage of students achieving proficiency in reading.	2A.3. Teacher training in text complexity, Common Core Standards, and differentiation. Teachers using different questioning strategies and written responses. Teachers teach to the new standards	2A.3. Administrative Team, Literacy Leadership Team, Instructional Literacy Coach, Classroom teachers, support staff.	2A.3. Increase in proficiency at each benchmark.	2A.3. Discovery Education Assessments, FAIR, DRA, Released FCAT Items, FOCUS, FCAT Explorer	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Limited exposure to learning opportunities outside of the school setting, large percentage of ESE students, and limited conversational language	3A.1. Increase the number of outside experiences that enhance their learning (i.e. in-house and field trips): -Guidance Lessons -Classroom activities that promote conversation - Second Step curriculum	3A.1. Principal Guidance Counselor Classroom Teachers Behavior Specialist	3A.1. Increase the number of opportunities for experiential learning.	3A.1. Surveys Student Feedback		
Reading Goal #3A: South Woods will increase the percentage of students demonstrating learning gains in reading from 59% to 62%, an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59%	62%					
		3A.2. Student motivation and enthusiasm to read to learn.	3A.2. Teacher read a-louds/think a-louds -Novel studies	3A.2. Classroom teachers, Media Specialist, Literacy Leadership Team, Instructional Literacy Coach	3A.2. Increase the proficiency level of students participating in reading programs.	3A.2. Proficiency level increase	

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

		3A.3. Increase the use of text complexity (Webb's Depth of Knowledge), Common Core Standards, and differentiation during reading instruction to increase the percentage of students achieving proficiency in reading.	3A.3. Teacher training in text complexity, Common Core Standards, and differentiation. Teachers using different questioning strategies and written responses. Teachers teach to the new standards	3A.3. Administrative Team, Literacy Leadership Team, Instructional Literacy Coach, Classroom teachers, support staff.	3A.3. Increase in proficiency at each benchmark.	3A.3. Discovery Education Assessments, FAIR, DRA, Released FCAT Items, FOCUS, FCAT Explorer	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: *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.*					
		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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Limited exposure to learning opportunities outside of the school setting, large percentage of ESE students, and limited conversational language	4A.1. Increase the number of outside experiences that enhance their learning (i.e. in-house and field trips): -Guidance Lessons -Classroom activities that promote conversation - Second Step curriculum	4A.1. Principal Guidance Counselor Classroom Teachers Behavior Specialist	4A.1. Increase the number of opportunities for experiential learning.	4A.1. Surveys Student Feedback		
Reading Goal #4: South Woods will increase the percentage of students in the lowest quartile making learning gains in reading from 67% to 70%, an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67%	70%					

| | | 4A.2. Student motivation and enthusiasm to read to learn. | 4A.2. Teacher read a-louds/think a-louds -Novel studies | 4A.2. Classroom teachers, Media Specialist, Literacy Leadership Team, Instructional Literacy Coach | 4A.2. Increase the proficiency level of students participating in reading programs. | 4A.2. Proficiency level increase | |
| | | 4A.3. Increase the use of text complexity (Webb's Depth of Knowledge), Common Core Standards, and differentiation during reading instruction to increase the percentage of students achieving proficiency in reading. | 4A.3. Teacher training in text complexity and differentiation. Teachers using different questioning strategies and written responses. | 4A.3. Administrative Team, Literacy Leadership Team, Instructional Literacy Coach, Classroom teachers, support staff. | 4A.3. Increase in proficiency at each benchmark. | 4A.3. Discovery Education Assessments, FAIR, DRA, Released FCAT Items, FOCUS, FCAT Explorer | |

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 31%	31%	28%	24%	20%	18%	16%

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

Reading Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: *Pending State provided data*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

Reading Goal #5D: *Pending State provided data*	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.*					
		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

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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Reading Goal #5E: *Pending State provided data*	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.*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						

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

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

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
Webb Depths of Knowledge (Low, Moderate, High Levels of Complexity) & Text Complexity	K-5	Principal and ILC	Grade levels	November, 2012 – Early Release Wednesdays	Individual grade level meetings, classroom observations	Principal, Asst. Principal, ILC
Performance Tracker	K-5	Principal, District RtI Coordinator, and ILC	School-wide	September – October, 2012 Early Release Wednesdays	Individual teacher conferences and grade level meetings	Principal, Asst. Principal, ILC
Discover Education Assessments (Reports, probes, and Item Analysis)	K-5	Principal, District RtI Coordinator, and ILC	School-wide	September – October, 2012 Early Release Wednesdays	Individual teacher conferences and grade level meetings	Principal, Asst. Principal, ILC

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
Leveled Book Room	Update and enhance resources in leveled book room (read-a-louds, Novel Studies)	Title I	$2,000
Reading Incentives/Motivation	Supplemental Reading Resource (i.e. AR)	Title I	$2,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Discovery Education, PerformancePlus Tracker	Online Progress Monitoring Tools		
	iPad Applications	Title I	$500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ongoing professional development on research based programs/Common Core Standards	Programs used to assist students in small group or one on one instruction	SAI, SES, SAC	$300.00
Webb's Depth of Knowledge/Text Complexity	To be Determined (charts, identified resources)	Instructional Literacy Coach	Internal training by ILC
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer	Online NGSSS reinforcement	State funded	
Subtotal:			
Total:			

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking:				
	Enter numerical data for current 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.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.

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

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

CELLA Goal #2: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Reading: Enter numerical data for current 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

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing :					
	Enter numerical data for current 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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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]).

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Lack of fluency in basic facts.	1A.1. Classroom practice, scheduled classroom fluency assessments, IXL, Fastt Math	1A.1. Classroom Teachers, ILC, support staff	1A.1. Increased proficiency in fluency facts	1A.1. Software management programs and fluency assessments		
Mathematics Goal #1A: South Woods will increase the percentage of students demonstrating proficiency in math from 27% to 30%, an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27% (66)	30% (78)					

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

		1A.2. Lack of proficiency in reading directly affects math word problem solving proficiency.	1A.2. Cross-curricular classroom instruction, Content area (science, math instruction in reading groups, use of guided math groups, afterschool tutoring and Saturday school).	1A.2. Classroom teachers, ILC, tutors, support staff	1A.2. Increase in number of points earned on written responses when given math topic tests.	1A.2. Topic Tests	
		1A.3. More differentiation is needed in math instruction.	1A.3. Training of differentiation on math and PLC's.	1A.3. Admin Team, Classroom Teachers, District Cadre Members	1A.3. Lesson planning and differentiated guided math groups in place.	1A.3. Improved Discovery Ed math scores, FCAT Explorer	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *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.*					
		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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Application of math real world problem solving.	2A.1. Project based learning, familiarization and usage of Standards of Mathematical Practice	2A.1. Classroom Teachers, Admin, ILC, Teachers with Gifted Endorsement	2A.1. Students being able to solve real world problems when given and usage of Standards of Mathematical Practice.	2A.1. Mastery of more complex math problems as demonstrated by number correct on a given test.		
Mathematics Goal #2A:\n\nSouth Woods will increase the percentage of students demonstrating above proficiency in math from 22% to 25%, an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	22% (56)	**25% (20)**					
		2A.2. In depth awareness and understanding of the math CCS	2A.2. Teachers will receive inservice training on the Math Common Core Standards and develop steps of implementation at respective grade levels.	2A.2. Principal, Instructional Literacy Coach, Classroom Teachers	2A.2. Inservice training, minutes, and handouts will be used to assist teachers as they transition to the Math CCS.	2A.2. Math Journals, Usage in Lesson Plans,	

		2A.3. Help teachers to increase their levels of understanding with Webb's Depth of Knowledge levels and how they relate to FCAT;s Cognitive Complexity of Classifications of Questions.	2A.3. Teachers will receive inservice training on Cognitive Complexity questioning Effective Questioning will be visible in teacher's everyday instruction. Teachers will provide students the opportunity with oral and written (Math Journal and extended response question) practice opportunities.	2A.3. Principal Asst. Principal Instructional Literacy Coach Classroom teachers	2A.3. Inservice training, minutes and handouts, teacher observation from administration and peers, student probes, student test results.	2A.3. Discovery Education Math FCAT Math Results
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Application of math real world problem solving	3A.1. Project based learning, familiarization and usage of Standards of Mathematical Practice	3A.1. Classroom Teachers, Admin, ILC, Teachers with Gifted Endorsement	3A.1. . Students being able to solve real world problems when given and usage of Standards of Mathematical Practice	3A.1. Mastery of more complex math problems as demonstrated by number correct on a given test.		
Mathematics Goal #3A: South Woods will increase the percentage of students demonstrating learning gains in math from 63% to 66%, an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63%	66%					
		3A.2. In depth awareness and understanding of the math CCS	3A.2. Teachers will receive inservice training on the Math Common Core Standards and develop steps of implementation at respective grade levels.	3A.2. Principal, Instructional Literacy Coach, Classroom Teachers	3A.2. Inservice training, minutes, and handouts will be used to assist teachers as they transition to the Math CCS.	3A.2. Math Journals, Usage in Lesson Plans,	

		3A.3. Help teachers to increase their levels of understanding with Webb's Depth of Knowledge levels and how they relate to FCAT;s Cognitive Complexity of Classifications of Questions	3A.3. Teachers will receive inservice training on Cognitive Complexity questioning Effective Questioning will be visible in teacher's everyday instruction. Teachers will provide students the opportunity with oral and written (Math Journal and extended response question) practice opportunities.	3A.3. Principal Asst. Principal Instructional Literacy Coach Classroom teachers	3A.3. Inservice training, minutes and handouts, teacher observation from administration and peers, student probes, student test results.	3A.3. Discovery Education Math FCAT Math Results	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *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.*					
		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

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		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Application of math real world problem solving	4A.1. Project based learning, familiarization and usage of Standards of Mathematical Practice	4A.1. Classroom Teachers, Admin, ILC, Teachers with Gifted Endorsement	4A.1. Students being able to solve real world problems when given and usage of Standards of Mathematical Practice	4A.1. Mastery of more complex math problems as demonstrated by number correct on a given test.		
Mathematics Goal #4: South Woods will increase the percentage of students in the lowest quartile making learning gains in math from 59% to 62%, an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59%	**62%**					
		4A.2. In depth awareness and understanding of the math CCS	4A.2. Teachers will receive inservice training on the Math Common Core Standards and develop steps of implementation at respective grade levels.	4A.2. Principal, Instructional Literacy Coach, Classroom Teachers	4A.2. Inservice training, minutes, and handouts will be used to assist teachers as they transition to the Math CCS.	4A.2. Math Journals, Usage in Lesson Plans	

| | | 4A.3.
Help teachers to increase their levels of understanding with Webb's Depth of Knowledge levels and how they relate to FCAT;s Cognitive Complexity of Classifications of Questions | 4A.3.
Teachers will receive inservice training on Cognitive Complexity questioning

Effective Questioning will be visible in teacher's everyday instruction.

Teachers will provide students the opportunity with oral and written (Math Journal and extended response question) practice opportunities. | 4A.3.
Principal
Asst. Principal
Instructional Literacy Coach
Classroom teachers | 4A.3.
Inservice training, minutes and handouts, teacher observation from administration and peers, student probes, student test results. | 4A.3.
Discovery Education Math
FCAT Math Results | |

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	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 31%	31%	28%	24%	20%	18%	16%
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

Mathematics Goal #5B: *Pending state provided data.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *Pending state provided data.*	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.*					
		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		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: *Pending state provided data.*	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.*					
		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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: *Pending state provided data.*	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.*					
		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

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]).

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

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

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *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.*					
		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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: *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.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

Mathematics Goal #2B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *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.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

Mathematics Goal #3B: 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.					
		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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: *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.*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.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	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

Mathematics Goal #5B: *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. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *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.*					
		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		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: *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.*					
		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

74

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

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

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		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	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		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: *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.*					
		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

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

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

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1.	1.1.	1.1.	1.1.	1.1.	
Algebra 1 Goal #1: *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.

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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: *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 ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

Algebra 1 Goal #3B: *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. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: *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.*					
		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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: *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.*					
		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		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	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.	

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

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		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	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 ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

Geometry Goal #3B: *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. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: *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.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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

Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis/Focus Calendar/ Performance Tracker Plus	School Wide Math	Principal, ILC, Grade level Chairs	Grade levels	November, 2012 – Early Wednesday Release Grade level Meetings	Discovery Education Progress Monitoring, End of the Book Test, Quick Checks, Topic Tests	Principal, Asst. Principal, ILC
Discovery Education Assessments (reports, problem item analysis)	School Wide Math	Principal, ILC, Grade level Chairs	Grade levels	Sept, January, April	Individual teacher conferences, grade level meetings	Principal, Asst. Principal, ILC
Math Cadre	All/Math	Teachers/ILC	Grade PLC	Sept - May	Sharing of information with grade levels and team	Principal, Grade level Cadre Member, ILC

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
Investigate Math interventions and enrichment for K-5	TBA	Title I	$500.00
Discovery Education Math Progress Monitor	Assessed in 5 areas and provides students with the experience of the FCAT		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
	Applications for iPad Instruction	Title I/PTO	$500.00
IXL Math	Application of CCS for K-5 Math	Title I	$2,000
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Use of Discovery Ed. and Performance Tracker	Progress Monitoring programs to help measure student growth	District	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer After School Tutoring (Saturday School)	Online NGSSS reinforcement Both provide extra learning time in Math for both needy and proficient students. Tutoring will focus on fluency, numerical thinking, measurement, geometry, algebra, and data analysis and probability.	State funded resource SAI	$10,000
Subtotal:			

	Total:			

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Limited proficiency in reading and math	1A.1. Continued support towards proficiency in reading and math by incorporating content area instruction (math, science) during guided reading, Use of Science leveled readers.	1A.1. Classroom Teachers, Literacy Coach, support staff	1A.1. Increased use of supplemental materials during guided reading/ classroom instruction.	1A.1. Discovery Ed, FCAT science (grade 5 only)		
Science Goal #1A: South Woods will increase the percentage of students demonstrating proficiency in science from 37% to 40%, an increase of 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	37% (30)	40% (34)					
		1A.2. Limited exposure to science experiments.	1A.2. Devise a plan to best maximize supplemental science materials and their use. Correlate science standards with science materials available.	1A.2 Classroom teachers, support staff, volunteers	1A.2. Number of experiments conducted and documented	1A.2. FCAT science (grade 5), science grades, science journals	
		1A.3. Parental involvement in science-related projects and assignments.	1A.3. Develop and implement a Science Literacy event.	1A.3. PLC/Classroom Teachers, ILC, support staff	1A.3. At least 60% participation by parents in parent involved activities in Science.	1A.3. Sign in sheets, Parent surveys	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: *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.*					
		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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Limited proficiency in reading and math	2A.1. Continued support towards proficiency in reading and math by incorporating content area instruction (math, science) during guided reading, Use of Science leveled readers.	2A.1. Classroom Teachers, Literacy Coach, support staff	2A.1. Increased use of supplemental materials during guided reading/ classroom instruction	2A.1. Discovery Ed, FCAT science (grade 5 only)		
Science Goal #2A: South Woods will increase the percentage of students demonstrating above proficiency in science from 13% to 16%, an increase of 3%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	13% (11)	**16% (8)**					
		2A.2. Limited exposure to science experiments.	2A.2. Devise a plan to best maximize supplemental science materials and their use. Correlate science standards with science materials available.	2A.2. Classroom teachers, support staff, volunteers	2A.2. Number of experiments conducted and documented	2A.2. FCAT science (grade 5), science grades, science journals	

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

		2A.3. Parental involvement in science-related projects and assignments.	2A.3. Develop and implement a Science Literacy event.	2A.3. PLC/Classroom Teachers, ILC, support staff	2A.3. At least 60% participation by parents in parent involved activities in Science.	2A.3. Sign in sheets, Parent surveys	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.	
Science Goal #1: *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.

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

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		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	**Problem- Solving Process to Increase Student Achievem**					

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

	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: _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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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

Biology 1 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.	

End of Biology 1 EOC Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webbs Depth of Knowledge (Low, Moderate, High level of Complexity problems)	2nd – 5th	Principal and ILC, Teachers	Grade levels	November, 2012- Early Wednesday Release	Individual teacher conferences, classroom observations	Principal, Asst. Principal, ILC
NGSSS and SJCS Science Curriculum / Pacing Guides/Hands on inquiry based science instruction	Kdg – 5th grade	Grade level Team Leaders	Grade level PLC's	Ongoing throughout the school year – monthly	Lesson Plan review by administration, teacher observations	Principal, Asst. Principal, ILC

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

Foss Science Kits	FOSS and NG Science Kits are available for teachers to conduct hands-on, inquiry based science lessons. The kit includes manuals and material needed to conduct the lessons.	Already purchased	
Science Materials to conduct lessons	Materials from old science kits were consolidated to provide the necessary science materials to conduct experiments and demonstrations.		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
TBA	Science Apps for the iPad	Title I	$200.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
After School Tutoring, Saturday School	Both learning opportunities will allow students to gain more background experiences. These sessions will focus on the scientific method, life science, physical and chemical science, and earth and space science.	SAI	$5,000
Science PLC	Teachers will meet to discuss grade level experiments and conduct them as a team to help facilitate set up, demonstration, and clean up.		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Total:			

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		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Limited vocabulary development.	1A.1. Enrich students' writing vocabularies through implementation of **Wordly Wise** in Grades K-5, and weekly multiple meaning words.	1A.1. Classroom teachers, administration, Media Specialist	1A.1. Monitor vocabulary improvement in student writing samples and in language.	1A.1. Quarterly district-created elementary writing prompt assessments		

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

Writing Goal #1A: South Woods will increase the percentage of students demonstrating proficiency in writing from 86% to 89%, an increase of 3%.	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
	86% (80)	**89% (75)**				
		1A.2. Limited amount of life experiences/ background knowledge to reference in their writing.	1A.2. Implement hands on (i.e. cooking, crafting) lessons once every nine weeks and having students respond in writing.	1A.2. Classroom teachers, ILC, support staff	1A.2. Teacher-student writing conferences	1A.2. Quarterly district-created elementary writing prompt assessments
		1A.3. The mechanics of writing	1A.3. Editing morning messages	1A.3. Classroom teachers, ILC	1A.3. Teacher-student writing conferences on selected pieces of work.	1A.3. Quarterly district-created elementary writing prompt assessments
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Writing Goal #1B: *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.*				

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

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

Writing Professional Development

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
Best Practices in Writing instruction and development of writing continuum from K-5	All Grades	Principal, Asst. Principal, ILC, District writing Resources	All Grade levels	Ongoing – Early Release Days and monthly meetings	Scheduled District Wide Prompts, Progress Monitoring using the district rubrics	Principal, Asst. Principal, ILC, teachers
Collaboration within the 4th grade team to address strategies and skills to address FCAT Writes!	4th Grade	Fourth Grade Teachers, ILC, Team Leader	Fourth Grade Teachers	Ongoing 4th grade meetings	Quarterly district-created timed writing prompt assessments. Individual classroom assessments	Fourth Grade Teachers, ILC, and Principal
Increase use of support in student writings	All grade levels	TBD/Writing Workshops	Fourth Grade Teachers and representative from each of the other grade levels	Conference by end of first semester, ongoing	FCAT Writes Score, Review student's work using the rubric, analyze student's writing to see what skills are lacking,	Fourth Grade Teachers K-5 teachers

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)			

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

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

Strategy	Description of Resources	Funding Source	Amount
Enrich student's writing vocabulary	Wordly Wise, Vocabulary Development for Grades K-5, Multiple Meaning Words	Title I	$4,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Learning to Write	iPad application to help students with the writing process	Title I	$100.00
Continue to learn about the new changes in Florida Writes! And provide training to all staff.	District Level Staff will provide resources and training that keeps up updated on the latest changes.		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Investigate and send teachers to writing workshops that directly assist with Florida Writes!	Day Workshop	Title I	$500.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Saturday School and After School Tutoring	Saturday School and afterschool tutoring provide the extra learning time for all students. Extra learning opportunities will provide time to learn about planning for writing, writing to a prompt, creative skills, voice, transitional phrases, parts of the writing pieces with major emphasis on the middle of each piece of writing being the most developed and detailed.		$4,000.00
Subtotal:			
Total:			

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

End of Writing Goals

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

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	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.	

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		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

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

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

End of Civics Goals

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

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: *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.	

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		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: *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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Parental Education on the value of regular school attendance.	1.1. Keeping parents informed of attendance progress	1.1. Computer Operator, Administration, Classroom Teachers, Behavior Specialist	1.1. Daily, weekly, and quarterly attendance reports	1.1. Attendance reports.		
Attendance Goal #1: South Woods will increase the percentage of instructional time for students by decreasing the number of students with truancy and excessive absences and maintaining the attendance rate at 95%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95%	**95%**					

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	During the 2011-2012 school year 228 students missed ten or more unexcused days of school.	*During the 2012-2013 school year 114 students will miss less than ten days of school.*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	During the 2011-2012 school year 95 students were tardy ten or more days.	*During the 2012-2013 school year 90 students will be tardy ten or less days.*				
		1.2. Flu and sickness and other prolonged seasonal illnesses	1.2. School nurse provide training on hand washing and best practices regarding coughing, sneezing, etc. Routine cleaning done by custodial staff Additional sanitizing done by teachers Parents made aware of school's illnesses and exclusion policies. Included in when these policies are when it is safe and permissible for students to return to school after an illness.	1.2. School Nurse, Principal, Asst. Principal, SAC Chair, Front Desk staff	1.2. School Nurse's illness log	1.2 Attendance Report

		1.3. Head Lice has been a concern in the past in regards to student having to be out of school for a long extended period of time.	1.3 Provide information in our school's newsletter and be proactive with parents with strategies and proper treatment.	1.3. School Nurse, Administration and teachers	1.3. Weekly newsletters and flyers available to parents.	1.3. Improved attendance rate due to proactive response to lice education

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

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student instructional time is missed	All grade levels	Behavior Specialist, Teachers, and Administration	School Wide	Parent Conferences as needed	Student Contact Conferences	Behavior Specialist, Teachers, 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
Students are recognized for school attendance. SAC developing a school wide attendance policy.	Students are recognized and monitored through the use of eSchoolPlus As Team Leaders meet throughout the school year, we will devise a program that will recognize students and classes with good attendance.	SAC if available	$50.00

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

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension	1.1. Limited exposure to learning opportunities outside of the school including social skills	1.1. Second Step curriculum Counseling Conflict resolution Behavior Groups	1.1. Classroom Teachers, Behavior Specialist, Guidance Counselor, Mentors	1.1. Decrease in suspensions (monitored at the end of each semester).	1.1. SWISS Reports	
Suspension Goal #1: Maintain or reduce suspension events from 2012-2013 school year.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	Enter numerical data for current number of in-school suspensions	*Enter numerical data for expected number of in-school suspensions*				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	Enter numerical data for current number of students suspended in-school	*Enter numerical data for expected number of students suspended in- school*				

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

	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	18	**Less than or equal to ten**				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	14	**Less than or equal to ten**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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
PBS Team Meetings	School Wide	Behavior Specialist, Administration	Team Leaders, Support Staff	Once a month	Agendas	Administration and Behaviorist
Second Step Curriculum Implementation	School Wide	Behaviorist and Classroom Teachers, Administration	School Wide			

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
Second Step	Social Skills training program PreK-5	Title I/PBS/Head Start	
PBS	Student and classroom Rewards		

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

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

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

End of Suspension Goals

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

<u>Dropout Prevention Goal(s)</u>

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

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

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

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

	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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		
1. Parent Involvement	1.1. Lower parent involvement from the parents of our minority students, students with disabilities and our economically disadvantaged students	1.1. Awareness of volunteer activities at school and matching volunteer talents and interests with the need.	1.1. Classroom Teachers, Administration, Event Coordinators	1.1. A sign in sheet available to document parent participation.	1.1. Sign in sheet and record of hours logged.		

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

137

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

Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
We will increase parent participation in school events/activities and log in over 7000 volunteer hours while feeling welcomed and communicated with at our school.						
	According to our 2011-12 Parent Needs Assessment Survey, there were 86% hours logged in and parents generally felt welcomed at the school.	**This year we want to increase our volunteer hours to 7000 and have at least 90% of our parents feel welcomed and have clear communication.**				
		1.2. Many parents have had to return back to the workforce and are unable to assist. Inability to do on sight volunteering.	1.2. Continue to offer opportunities before, during and after school as well as volunteer opportunities at home so parents feel connected to their schools. Coordinating activity around the dinner hour and provide dinner / combined activity.	1.2. Volunteer Coordinator, classroom teachers, Principals, PTO, SAC Chair	1.2. Teacher, PTO, and volunteer coordinator Scheduling of volunteers	1.2. Keep in Track – used to log in Parent Volunteer hours.
		1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional						

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

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
The Leader in Me- Seven Habits Signature Training	School Wide	TBD, Admin.	Entire School Year, Cadre Meeting Wednesday Afternoons	Entire school year	Training afternoons/Agendas	PLC facilitators/Administration

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
The Leader in Me Seven Habits Signature Training	Use of materials received at Training this past summer	Title I	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Continuation of Leader in Me Training.	Implementation Plan of program going school wide.		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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
STEM Goal #1: South Woods students will have the opportunity to use technology to record, communicate, and graph data across content areas.	1.1. Lack of experience in Microsoft Office applications.	1.1. Provide teachers training on grade level technology objectives.	1.1. Classroom Teachers, ILC, PLC, Administration., District Support	1.1. Student created projects encompassing the use of data	1.1. Student project evaluated by grade level rubric
	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					

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

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
Science/Math/ Technology PLC	All	Admin and Teacher Technology Experts	All teachers	PLC Cadre Meetings – designated Wednesday afternoons throughout the school year.	Agendas/Observations of technology use in classrooms, student products Teachers will share the use of different technology tools as a grade level to implement different data projects	Teachers, Administration

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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
<u>CTE Goal #1:</u> *Enter narrative for the goal in this box.*	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					

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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	
1. Additional Goal Character Counts!	1.1. Limited parent involvement and awareness of school activities.	1.1. Character Counts awards and recognition for students on a monthly basis. Specific examples of good character will be recognized and positive character role models will be on display.	1.1. Guidance Counselor Teachers	1.1. Parent Surveys	1.1. Needs Assessment Surveys	
Additional Goal #1: *Continue awareness and practice of the six pillars of character by staff, teachers, and students*	2012 Current Level :*	2013 Expected Level :*				
	80% of parents are aware of the six pillars of character	*90% of our parents are aware of the six pillars of character.*				

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

		1.2.Limited recognition of positive behaviors and good character.	1.2. Character Counts! instruction and Second Step instruction.	1.2. Teachers Behavior Specialist	1.2. Increase in positive behaviors and reduced number of referrals to the office.	1.2. SWIS Reports Discipline / Referral Reports	
		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
The Leader In Me PLC	All levels	PLC Facilitator TBD	Teachers, Staff and Admin	Monthly Meetings	Agendas, days and times team meets	Administration, Teachers, designated teacher leaders

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $2,800.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: $13,000.00
Science Budget	
	Total: $5200.00
Writing Budget	
	Total: $8,600.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total: $50.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total: : $29,650.00

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		
□Priority	□Focus	□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.

X Yes   □ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Oversee School Improvement Plan Implementation
Establish more community and parent partnerships to encourage school volunteers
Support Parent Involvement
Assist school in creating and analyzing results of the school needs assessment survey
Re-establish RTI process to best service students
Provide the opportunity for a Leader in Me Cadre to meet to develop a school wide plan in its use
Provide parents background information on Common Core Standards
Participate in decision-making regarding SAC budget spending to increase student achievement

Describe the projected use of SAC funds.	Amount