

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sumter Alternatives	District Name: Sumter
Principal: Bridget Veal	Superintendent: Richard Shirley
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Bridget Veal	BS – Elementary Education, University of South Florida M.Ed – Curriculum and Instruction, National Louis University	1	1 – Principal 5 – Administrative Intern	Ms. Veal is the principal at Sumter Alternatives. Given that Sumter Alternatives is the alternative middle and high school for Sumter District Schools, there is no school grade. The school did not make AYP. While an administrative intern at Wildwood Middle School For school year 2006-2007, School Grade C, % meeting high standards in Reading 55, % meeting high standards in Math 56, % meeting

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		Ed.S – Educational Leadership, National Louis University English For Speakers of Other Languages (ESOL)			high standards in Writing 96, % meeting high standards in Science 37, % making learning gains in Reading 52, % making learning gains in Math 62, % of lowest 25% making learning gains in reading 59, % of lowest 25% making learning gains in Math 59.
Assistant Principal	N/A				

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher –to –Teacher	Human Resources Director Principal	As vacancies occur
2. Teacher – to Troops	Human Resources Director Principal	As vacancies occur
3. Online Application	Human Resources Director Principal	As vacancies occur
4. Certification checks prior to hiring	Principal	As vacancies occur

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Non-Highly Effective Instructors

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

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

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

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
6	0	50	50	0	17	100	33	0	33

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
Pamela Autry-Johnson	David Christensen	Experience	District Approved Program
Norman E. Anderson	Jerry Lipham	Experience/Certification	District Approved Program

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Lorraine Gordon, Ana Nelson, Michael McHugh
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The leadership team meets weekly to review and update intervention strategies. This information is shared amongst the faculty at weekly meetings. All staff are required to document daily/monthly and as needed the progress of each student. If needed, student is escalated to the next level of intervention.
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? Members of the school RtI Leadership team collaboratively participate in the development of the School Improvement Plan. All professional development strategies identified as a need are documented on Professional Development Plans. Strategies that prove successful are given support through funding and specific scheduling to ensure continued use and success. All information is tracked using district data collection tools.
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. Discovery Education Assessments (DEA – Baseline, Mid-Year and End of Year), Florida Comprehensive Assessment Test (FCAT), End of Course Assessments (EOC), RtI Behavior Charts
Describe the plan to train staff on MTSS. Staff members are provided weekly training/support during faculty meetings and any district wide in-service activities.
Describe the plan to support MTSS. At weekly faculty meetings, strategies to improve or enhance interventions will be presented. On-going monitoring of student needs and successful completions will be monitored and documented to make further recommendations to the program.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Bridget M. Veal, Principal; Pamela Autry-Johnson, Reading; Ana Nelson, Reading; Michael McHugh, Language Arts; Jerry Lipham, Science; Norman E. Anderson, Social Studies; David Christensen, Math; Lorraine Gordon, Counselor; Gina Merritt, District Reading Coach.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school based LLT meets the first Thursday of each month to demonstrate, model and review best practices and strategies directly related to literacy performance and implementation.
What will be the major initiatives of the LLT this year? The majority of students enrolled at this time show a need in the following areas: Reading Vocabulary, Literary Analysis, Application and Informational Text. We are focusing our efforts in these areas across the content areas. All teachers are taught strategies and given support to supplement their lessons in these areas.

Public School Choice

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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****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?

All teachers are taught and provided support to include and instruct using highly effective reading strategies. Utilizing the district led initiative (LFS) lessons include strategies that address the areas of need based on previous test data: reading vocabulary, literary analysis, application and informational text.

****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?

For 2012-2013 Sumter Alternative has implemented the 7 Habits of Highly Effective Teens. The program focuses on student's ability to develop positive relationships among peers and their community. The underlying principal behind the program promotes developing skills necessary to build healthy relationships that nurture trust and self worth. These traits support the student's ability to focus on goals directly related to completing their high school education and college or vocational aspirations.

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?

Each student in grade 8 will receive direct instruction and support to design and plan for post secondary academic and career interests. Students in grade 9-12 are continually monitored to insure completion of academic preparation for their chosen career.

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](#).

Students attending Sumter Alternative School are primarily at-risk students who must complete academic or behavioral intervention programs to return to their home school in order to complete their academic preparation with their cohort group. Every student receives individualized plans of intervention that include character education, remediation and acceleration if applicable.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			IA.1. 53% (25) students scored at or below Level 2.	IA.1. All students scoring below Level 3 receive 90 minutes of reading instruction (intensive) which include computer based instruction: Achieve3000, SuccessMaker and Sustained Silent Reading. All core academic instructors receive monthly training in reading strategies.	IA.1. Principal Professional Learning Community Team	IA.1. Assessments given throughout the term which students in enrolled. Differentiated and collaborative instruction with core academic instructors. Weekly progress reports provided by computer lab manager.	IA.1. Progress Reports from the following programs: <ul style="list-style-type: none">• DEA• Achieve3000• SuccessMaker• Gradebook
Reading Goal #1A: Current Enrollment: 47 Students 32% (15) – Level 1 21% (10) – Level 2 30% (14) – Level 3-5 17% - No data At least 32% of students tested will score 3 or better on FCAT 2.0	2012 Current Level of Performance: * 30% (14) at or above Level 3	2013 Expected Level of Performance: * 32% at or above Level 3	32% (15) in lowest quartile				
			IA.2. Reading Vocabulary	IA.2. Collaborative instruction include all core academic teachers. Achieve3000, SuccessMaker	IA.2. Reading Teachers Principal	IA.2. Assessments given throughout the year.	IA.2. Progress Reports from the following programs: <ul style="list-style-type: none">• DEA• Achieve3000• SuccessMaker• Gradebook
			IA.3. Informational Text	IA.3. Collaborative instruction include all core academic teachers. Achieve3000, SuccessMaker	IA.3. Reading Teachers Principal	IA.3. Assessments given throughout the year.	IA.3. Progress Reports from the following programs: <ul style="list-style-type: none">• DEA• Achieve3000• SuccessMaker• Gradebook

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: <i>6% (3) students scored a level 4 or 5 in 2012</i> <i>At least 8% of students tested will maintain or score 4 or better on FCAT 2.0</i>			2A.1. Students scoring at level 4 or 5 are in grades 10 and above and therefore are not required to participate in FCAT Assessments for 2013. These students will receive reading instruction in core classes such as science and social studies but not reading. Only students scoring at or below level 3 will receive reading instruction.	2A.1. Infuse reading across the curriculum to improve time practicing highly effective strategies.	2A.1. All teachers Principal	2A.1. Assessments given throughout the year.	2A.1. Progress Reports from the following programs: <ul style="list-style-type: none"> ● DEA ● Achieve3000 ● SuccessMaker ● Gradebook 					
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><u>2012 Current Level of Performance:*</u></td> <td style="width: 50%;"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td style="text-align: center;">6% (3)</td> <td style="text-align: center;">8%</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	6% (3)	8%	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>								
			6% (3)	8%								
	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			BA.1. Over 50% of the students are identified as SES. Access of reading material or support at home is low. Sumter Alternative has no media center which students may check books out.	BA.1. Elicit Sumter County Mobile Library to visit campus once a month. Newspapers in Education (Daily Commercial) will be provided to each reading class. Students will be permitted to take newspapers home to increase reading skills.	BA.1. All teachers	BA.1. Monitor student data for students who utilize mobile library use. Survey students on stories of interest as reported in newspaper.	BA.1. Student Reading Logs Data from SC Mobile Library Survey FCAT and DEA Data
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>35% will show learning gains in Reading</i>	<i>32% (13)</i>	<i>35%</i>					
			BA.2.	BA.2.	BA.2.	BA.2.	BA.2.
			BA.3.	BA.3.	BA.3.	BA.3.	BA.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			BB.1.	BB.1.	BB.1.	BB.1.	BB.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			BB.2.	BB.2.	BB.2.	BB.2.	BB.2.
			BB.3.	BB.3.	BB.3.	BB.3.	BB.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Students at this level have no clear understanding of the importance of reading and how it relates to their success in all other subject areas.	4A.1. Continue to implement reading strategies in all core areas. Teachers will continue to plan and co-teach to improve skills necessary for achieving learning gains.	4A.1. All core teachers	4A.1. Weekly assessments from computer based instruction; classroom progress reports; Progress Monitory Plans; DEA and FCAT.	4A.1. DEA and FCAT
Reading Goal #4: <i>At least 25% ((12) students who scored Level 1 or 2 will make a learning gain in reading.</i>	<u>2012 Current Level of Performance:*</u> 32% (13)	<u>2013 Expected Level of Performance:*</u> 35%					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: N/A	Baseline data 2011-2012								
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. Reading Goal #5B: Each subgroup will make satisfactory progress by at least 2%.	<u>2012 Current Level of Performance:*</u> White: 42% (11) Black: 56% (5) Hispanic: 0% (4) Asian: n/a American Indian: 0% (1)	<u>2013 Expected Level of Performance:*</u> White: 44% Black: 56% Hispanic: 2% Asian: American Indian: 2%	5B.1. All students in these categories are academically challenged and lack support from external resources.	5B.1. Every effort will be made to help students understand how achieving academic success will result in improved successes in goals and objectives they want for themselves. We will focus on the connection between career interests and educational needs.	5B.1. All teachers, principal	5B.1. Monitor student progress through data and student intervention logs.	5B.1. Performance Matters (DEA/FCAT) MTSS Intervention Logs		
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Resources available to families that promote reading skills.	5E.1. Utilize county wide services (Book Mobile) and Newspapers In The Classroom to increase student resources and interest.	5E.1. All teachers, principal	5E.1. Data available from students/families utilizing resources.	5E.1. Performance Matters DEA/FCAT
Reading Goal #5E: At least 35% of students will make satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33% (7)	35%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
LFS Lesson Study	All	Pam Johnson	All	Monthly PLC/Weekly Faculty Meetings	Adjustments will be made as needed based on teacher input and results from lesson development and implementation.	Principal
District Fidelity Reviews	Reading 6-12	Gina Merritt	Reading Teachers 6-12	As developed by district reading coach	Feedback provided through classroom walkthrough forms and IPDP development/review.	Principal
Reading Strategies/Standards	All	Pam Johnson	All	All year	Teachers will include reading strategies in weekly lesson plans and through collaboration with reading coach during monthly PLC meetings.	Principal

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Reading Budget (Insert rows as needed)

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

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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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. N/A	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			IA.1. Students must master basic skills in order to move forward and understand higher level math skills.	IA.1. Integrate Intensive Math and computer based instruction that provides practice until mastery of basic skills.	IA.1. Math Teacher	IA.1. Assessments (DEA/FCAT)	IA.1. Assessments (DEA/FCAT)
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
5% of students will achieve Level 3 or better on FCAT 2.0	1% (2)	5%					
			IA.2. More one-on-one instruction	IA.2. Utilize support staff to provide additional instruction	IA.2. Math Teacher	IA.2. Assessments (DEA/FCAT)	IA.2. Assessments (DEA/FCAT)
			IA.3.	IA.3.	IA.3.	IA.3.	IA.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			IB.1. N/A	IB.1.	IB.1.	IB.1.	IB.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			IB.2.	IB.2.	IB.2.	IB.2.	IB.2.
			IB.3.	IB.3.	IB.3.	IB.3.	IB.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Lack of basic understanding needed to achieve level of performance.	2A.1. Provide intensive and remedial instruction specifically targeted at areas of need.	2A.1. Math Teacher	2A.1. Assessments (DEA/FCAT)	2A.1. Assessments (DEA/FCAT)
Mathematics Goal #2A: At least 2% of students tested will score a Level 4 or better on FCAT 2.0	2012 Current Level of Performance:* >1% (1)	2013 Expected Level of Performance:* 2%					
			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. N/A	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Intensive remediation and one-on-one instruction.	3A.1. Utilize highly effective strategies that incorporate computer based instruction. Utilize support staff to address individual needs.	3A.1. Math	3A.1. Assessments (CBI, DEA, FCAT)	3A.1. Assessments (CBI, DEA, FCAT)
Mathematics Goal #3A: <i>5% of students tested will make learning gains</i>	2012 Current Level of Performance:* <i>>1% (1)</i>	2013 Expected Level of Performance:* <i>5%</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. N/A	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: <i>N/A</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: 5% of students tested will make learning gains	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.1. Students do not possess basic skills necessary to achieve required results.	4A.1. Utilize highly effective strategies that incorporate computer based instruction. Utilize support staff to address individual needs.	4A.1. Math Teacher	4A.1. Assessments (CBI, DEA, FCAT)	4A.1. Assessments (CBI, DEA, FCAT)
	2% (1)	5%					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011		N/A					
Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Students do not possess basic skills necessary to achieve required results.	5B.1. Utilize highly effective strategies that incorporate computer based instruction. Utilize support staff to address individual needs.	5B.1. Math Teacher	5B.1. Assessments (CBI, DEA, FCAT)	5B.1. Assessments (CBI, DEA, FCAT)	
Mathematics Goal #5B: <i>10% White 5% African American 2% Hispanic</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White: >1% (1) Black: >1% (1) Hispanic: >1% (1) Asian: N/A American Indian: N/A	10% White 5% African American 2% Hispanic						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Students do not possess basic skills necessary to achieve required results.	5E.1. Utilize highly effective strategies that incorporate computer based instruction. Utilize support staff to address individual needs.	5E.1. Math Teacher	5E.1. Assessments (CBI, DEA, FCAT)	5E.1. Assessments (CBI, DEA, FCAT)
Mathematics Goal #5E: <i>At least 55% will make satisfactory progress in math.</i>	<u>2012 Current Level of Performance:*</u> 50% (18)	<u>2013 Expected Level of Performance:*</u> 55%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Students lack the basic algebra skills necessary to pass exam.	1.1. Provide intensive instruction specific to each student.	1.1. Math Teacher	1.1. Assessments (CBI, DEA, FCAT)	1.1. Assessments (CBI, DEA, FCAT)
Algebra 1 Goal #1: <i>At least 25% of students will score Level 3- Alg. 1 EOC</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (6)	25% (2)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. N/A	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>N/A</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	N/A						
	Algebra 1 Goal #3A: N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	Algebra 1 Goal #3B: <i>At least 25% of students taking the Algebra EOC (retake) will make satisfactory progress</i>		BB.1. White: Black: Hispanic: Asian: American Indian:	BB.1.	BB.1.	BB.1.	BB.1.	
	<u>2012 Current Level of Performance:*</u> White: 0% (4) Black: 0% (1) Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> White: 25% (1) Black: n/a Hispanic: Asian: American Indian:						
			BB.2.	BB.2.	BB.2.	BB.2.	BB.2.	
		BB.3.	BB.3.	BB.3.	BB.3.	BB.3.		

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: <i>At least 50% of students will make satisfactory progress.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33% (2)	50% (3)					
			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

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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. Students lack the basic geometry skills necessary to pass exam.	1.1. Provide intensive instruction specific to each student.	1.1. Math Teacher	1.1. Assessments (CBI, DEA, FCAT)	1.1. Assessments (CBI, DEA, FCAT)
Geometry Goal #1: <i>At least 50% of students tested will score Level 3.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% (1)	50% (2)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. N/A	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>N/A</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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: N/A						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.			BB.1. Students lack the basic geometry skills necessary to pass exam.	BB.1. Provide intensive instruction specific to each student.	BB.1. Math Teacher	BB.1. Assessments (CBI, DEA, FCAT)	BB.1. Assessments (CBI, DEA, FCAT)
Geometry Goal #3B: 50% will make satisfactory progress	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 25% (1) Black: Hispanic: Asian: American Indian:	White: 50% Black: Hispanic: Asian: American Indian:					
			BB.2.	BB.2.	BB.2.	BB.2.	BB.2.
			BB.3.	BB.3.	BB.3.	BB.3.	BB.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Students lack the basic geometry skills necessary to pass exam.	3E.1. Provide intensive instruction specific to each student.	3E.1. Math Teacher	3E.1. Assessments (CBI, DEA, FCAT)	3E.1. Assessments (CBI, DEA, FCAT)
Geometry Goal #3E: 50% will make satisfactory progress	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% (1)	50%					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Common Core Standards	6-12	D. Christensen	Math 6-12	As provided through district inservice opportunities and individual professional development time.	Monitor and review use of Common Core in lesson plan development and implementation in classroom.	Principal

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Mathematics Budget (Insert rows as needed)

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

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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. Of the 8 students enrolled, 63% are not able to grasp concepts and skills necessary to pass the exam.	1A.1. Increased hands on activities and intensive remediation for all students. Vocabulary development necessary.	1A.1. Science and Reading	1A.1. Assessments (DEA/FCAT)	1A.1. Assessments (DEA/FCAT)
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>15% of students taking FCAT 2.0 Science ill reach Level 3</i>	<i>13% (1)</i>	<i>15%</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Of the 8 students enrolled, 63% are not able to grasp concepts and skills necessary to achieve higher level of achievement. Lack of vocabulary and benchmarks prominent.	2A.1. Intensive remediation for science vocabulary and activities which allow students to physically manipulate the content for better understanding.	2A.1. Science and Reading	2A.1. Assessment Data (DEA/FCAT)	2A.1. Assessment Data (DEA/FCAT)
Science Goal #2A: <i>At least 25% (2) of the students tested will score Level 4 or 5</i>	2012 Current Level of Performance:* 13% (1)	2013 Expected Level of Performance:* 25%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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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 Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Of the 6 students enrolled, 100% are not able to grasp concepts and skills necessary to achieve higher level of achievement. Lack of vocabulary and benchmarks prominent.	1.1. Intensive remediation for science vocabulary and activities which allow students to physically manipulate the content for better understanding.	1.1. Science and Reading	1.1. Assessments (DEA and FCAT)	1.1. Assessments (DEA and FCAT)
Biology 1 Goal #1: <i>At least 15% of students taking the Biology EOC will score a level 3.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	15%					
			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.
Biology 1 Goal #2: <i>N/A</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Biology and MG Science	Grades 6-12	Varies	Science Teacher	Varies	Assessment from DEA/FCAT	Science and Administration

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
			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:

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

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End of Science Goals

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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. Students need intensive remediation to successfully pass the FCAT	1A.1. Intensive remediation and practice within current class. One-on-one instruction.	1A.1. Language Arts/Principal	1A.1. Assessments (DEA/FCAT)	1A.1. Assessments (DEA/FCAT)
Writing Goal #1A: 35% of students will improve their level of writing	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30% (4) (3)	35%					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: N/A	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.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writers In Control	Grades 6-12	Varies	Language Arts Dept.	Varies	Assessments (DEA/FCAT)	Assessments (DEA/FCAT)

Writing Budget (Insert rows as needed)

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

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

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End of Writing Goals

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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. Grades 6-8 show consistent levels of nonattendance issues. Parental involvement continues to be a barrier we focus on to improve outcomes.	1.1. Schedule parent conference and open house events to better involve and support relationship with families.	1.1. Faculty and Administration	1.1. Attendance records of parents attending events.	1.1. Comparison of attendance records from previous events.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Average Day of Attendance per grade for 2011-2012:	6 th – 57%	6 th – 59%					
6 th – (4/7) 57%	7 th – 63%	7 th – 65%					
7 th – (7/11) 63%	8 th – 60%	8 th – 62%					
8 th – (6/10) 60%	9 th – 70%	9 th – 72%					
9 th – (7/10) 70%	10 th – 78%	10 th – 80%					
10 th – (7/9) 78%	11 th – 100%	11 th – 100%					
Each grade level will improve ADA by 2%	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	3	3					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	0					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
Attendance/Drop Out Prevention	Grades 6-12	Guidance	All faculty and administration	As available	Data analysis of student attendance	Guidance, 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
			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:

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

	Total:
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End of Attendance Goals

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Suspension Goal(s)

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

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			I.1. Options available for dealing with discipline are limited. We do not have an area for in school suspension therefore students must either be assigned to lunch detention, early morning detention or suspension.	I.1. Improve Positive Behavior Support system that increases student buy-in and decreases need for out of school suspensions.	I.1. All faculty will be involved in PBS.	I.1. Monitor student behavior each 9 weeks to determine effectiveness of PBS program.	I.1. Data from school suspensions.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>Decrease number of days of suspensions by 10%.</i>	<i>n/a</i>	<i>n/a</i>					
<i>Increase alternative methods of suspension to increase student academic preparation.</i>	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>n/a</i>	<i>n/a</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<i>109 days</i>	<i>90 days</i>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>59</i>	<i>50</i>					
			I.2.	I.2.	I.2.	I.2.	I.2.
			I.3.	I.3.	I.3.	I.3.	I.3.

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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 Training	Grades 6-12	Guidance/Administration	All faculty and staff	Will begin new program Oct. 15	Students participating in reward activity.	All faculty and administration

Suspension Budget (Insert rows as needed)

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

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End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention		1.1. Course options that move students through required courses.	1.1. Increase course options	1.1. Guidance, District Office, Administration	1.1. Enrollment Needs	1.1. Enrollment Needs/Requirements
Dropout Prevention Goal #1: 80% of students who attend SAS (12 th grade) will complete and graduate on time.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	15%	10%				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
			1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Drop Out Prevention	Grades 6-12	Varies	All faculty	Ongoing	Track students who leave SAS and complete graduation	Guidance/Administration

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Dropout Prevention Budget (Insert rows as needed)

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

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
I. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: At least 20% of parents will participate in activities planned by SAS.			Providing a location that is convenient for parents.	Provide alternative areas for meeting (Sumterville, Wildwood and Bushnell)	Guidance/Administration	Attendance collected at events	Number of students enrolled/number of parents attending events.
	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	5%	20%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parental Involvement	Grades 6-12	Varies	All faculty and staff	Beginning Oct. 24	Survey and attendance records	Guidance/Administration

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Parent Involvement Budget

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

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Final Budget (Insert rows as needed)

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

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

--

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

--

Address school issues and concerns directly related to student performance and academic growth.

Describe the projected use of SAC funds.	Amount
Academic reinforcement	

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