

# Florida Department of Education



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

Proposed for 2012-2013

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

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Oakstead Elementary	District Name: Pasco	School Name:	District Name:
Principal: Tammy Kimpland	Superintendent: Heather Fiorentino	Principal:	Superintendent:
SAC Chair: Joanne Callahan	Date of School Board Approval: October 16, 2012	SAC Chair:	Date of School Board Approval: October 16, 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	Tammy Kimpland	School Principal (All Levels), Educational Leadership K-12, School Counselor K-12, Psychology	6	19	OES: 2006-07-A, AYP-No (97%) 2007-08-B, AYP-No (97%) 2008-09-A, AYP-No (92%) 2009-10- A, AYP-No (87%)

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Assistant Principal	Megan Hermansen	School Principal (All Levels), Educational Leadership K-12, Elementary Education (Grades 1-6), Primary Education (Grades K-3)	4	10	HES: 2006-07-C, AYP- No (85%) 2007-08-B, AYP-No (97%) OES: 2008-09- A, AYP- No (92%) 2009-10- 2009-10- A, AYP-No (87%)
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kimberly Rives	Media Specialist (Pre-K-12), Elementary Education (1-6), ESOL Endorsement, Reading (K-12), Specific Learning Disabilities (K-12), Educational Leadership K-12	6	4	OES: 2006-07-A, AYP-No (97%) 2007-08-B, AYP-No (97%) 2008-09-A, AYP-No (92%) 2009-10- 2009-10- A, AYP-No (87%)
	Kelly DeAngelis	BA in Early Childhood (Pre-K-3), ESOL Endorsed, Masters in Reading (K-12), National Board Certification	0	0	SPES: 2008-2009- AYP- No (97%), 2009-2010-A, AYP-Yes (100%) 2010-2011-B, AYP-No (92%) 2011-2012-A

### Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Hire only highly qualified teachers	Administration	N/A
2. Monthly meetings will be held before school for new teachers to discuss challenges and concerns.	Assistant Principal	Ongoing
3.		

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4.		
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### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	Administration hire appropriate staff

### *Staff Demographics*

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
79	3.7%(3)	55.7%(44)	28% (22)	12.6%(10)	35% (24)	100%	3.7% (3)	1% (1)	43% (34)

### *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
Kathy Peck-Martin Kelly Keene Natalie Palmer	Tim Hamlin Anik Pepin-Rossow Annette Armstrong	Teammate Teammate Guidance Counselor	New Teacher Meetings New Teacher Meetings New Teacher Meetings
Jeannette Evans Joe Watson Lisa Johnson	Lori Mevers Maria Sta Ana Angela Miller	Teammate Teammate Teammate	New Teacher Meetings New Teacher Meetings New Teacher Meetings

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Annette Armstrong Carol Joe Huffman Jean Reamer	Loretta Ortiz Tonya Thornton Kelly Grills	Mentor Liaison Teammate Teammate	New Teacher Meetings New Teacher Meetings New Teacher Meetings
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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.

- Administration
- Basic and Special Education Teachers
- Literacy Coach
- School Psychologist
- School Social Worker
- Speech Language Pathologist
- Guidance Counselors
- Media Specialist
- Technology Specialist
- School Nurse

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?

- Review of Universal screening data
- Review of Progress Monitoring data
- Planning for interventions
- Assessment of RtI implementation progress SAPSI (Self-Assessment of Problem Solving Implementation)
- Assessment of school staff's practices and skill development (RtI Skills and RtI Perception of Practices Surveys)
- Development of professional development/technical assistance plan to support RtI implementation

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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?

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation
- Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity
- Analysis of school wide and grade-level data in order to identify student achievement trends
- Analysis of disaggregated data in order to identify trends and groups in need of intervention
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment)
- Development of data review plans, support systems and calendars
- Development of processes to ensure intervention fidelity
- Review of Progress Monitoring data
- Planning for interventions
- Assessment of RtI implementation progress SAPSI (Self-Assessment of Problem Solving Implementation)
- Assessment of school staff's skill development (RtI Skills Survey)
- Development of professional development/technical assistance plan to support RtI implementation

### 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.

- Data will be monitored through grade level meetings held bi-weekly, weekly SBIT's, bi-weekly TBIT's and quarterly through Student Reviews
- Tier I data will be assessed in reading through FAIR, writing will be assessed through prompt writing, math and science will be assessed through CORE K-12, behavior will be assessed through written discipline referrals
- Tier II and Tier III will be monitored more frequently based on student need using an assessment that matches the student's identified area of concern through the problem solving process

Describe the plan to train staff on MTSS.

- Our leadership team will be responsible for training our staff and implementing the process throughout the school year. We will do the following:
- Staff training will begin in September
- The staff will be trained on the RtI overview, site-based forms and the progress monitoring/student reviews database
- The RtI leadership team will attend the RtI trainings offered by district staff

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Describe the plan to support MTSS.

- Our RtI team will continually look for ways to support the students needing Tiered support.
- During our Student Reviews, students will be targeted for tiered support and plans will be developed to meet their needs.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

- Administration
- Literacy Coach
- Media Specialist
- Basic and special education teachers
- Technology Specialist

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

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation
- Identification of critical infrastructure already established and/or in need of development and provide plan for building capacity
- Analysis of school wide and grade-level data in order to identify student achievement trends
- Analysis of disaggregated data in order to identify trends and groups in need of intervention
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment)
- Development of data review plans, support systems and calendars
- Development of processes to ensure intervention fidelity
- Review of Progress Monitoring data
- Planning for interventions

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

- Become familiar with the Common Core Standards
- Focus on explicit instruction and gradual release
- Review walkthrough data
- Share information about literacy with the school

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

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

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

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

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

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

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

### ***\*High Schools Only***

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

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

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

### ***Postsecondary Transition***

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

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

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1a.1. Teachers may plan in isolation	1a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	1a.1. Classroom Teacher	1a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1a.1. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments		



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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, at least 30% of our students will score a level 3 in reading as evidenced on the 2013 FCAT reading assessment.							
	25% (128)	30%					
		1a.2. Teachers are unfamiliar with the Common Core Standards	1a.2. Teachers will unpack the common core standards and plan accordingly	1a.2. Classroom Teacher	1a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1A.2. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
		1a.3. Teachers don't always include writing during the reading block	1a.3. Teachers will have students write when responding to text	1a.3. Classroom Teacher	1a.3. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1A.3. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	1a.1. Teachers may plan in isolation	1a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	1a.1. Classroom Teacher	1a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1a.1. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments		
<b>Reading Goal #2A:</b> By June 2013, at least 55% of students will score a level 4 or 5 in reading as evidenced by the 2013 FCAT reading assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% (254)	55%					

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		1a.2. Teachers are unfamiliar with the Common Core Standards	1a.2. Teachers will unpack the common core standards and plan accordingly	1a.2. Classroom Teacher	1a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2A.2. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
		1a.3. Teachers don't always include writing during the reading block	1a.3. Teachers will have students write when responding to text	1a.3. Classroom Teacher	1a.3. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2A.3. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	1a.1. Teachers may plan in isolation	1a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	1a.1. Classroom Teacher	1a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1a.1. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments		
<b>Reading Goal #3A:</b>  By June 2013, the percentage of students making learning gains will increase to 80%, as evidenced by the 2013 FCAT reading assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	74% (374)	80%					

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		1a.2. Teachers are unfamiliar with the Common Core Standards	1a.2. Teachers will unpack the common core standards and plan accordingly	1a.2. Classroom Teacher	1a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	3A.2. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
		1a.3. Teachers don't always include writing during the reading block	1a.3. Teachers will have students write when responding to text	1a.3. Classroom Teacher	1a.3. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	3A.3. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	1a.1. Teachers may plan in isolation	1a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	1a.1. Classroom Teacher	1a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1a.1. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments		
<u>Reading Goal #4A:</u> By June 2013, our lowest quartile students will make learning gains and increase their performance to 75% as evidenced by the 2013 Reading FCAT Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68% (346)	75%					

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		1a.2. Teachers are unfamiliar with the Common Core Standards	1a.2 Teachers will unpack the common core standards and plan accordingly	1a.2. Classroom Teacher	1a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	4A.2. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
		1a.3. Teachers don't always include writing during the reading block	1a.3. Teachers will have students write when responding to text	1a.3. Classroom Teacher	1a.3. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	4A.3. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<b>Reading Goal #4B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	

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		4B.3.	4B.3.	4B.3.	4B.3.	4B.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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 89% Proficient	77%	79%	81%	84%	87%	89%
<u>Reading Goal #5A:</u> In June 2013, the number of level 1 and 2 students will decrease by 2% each year.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. White: Background knowledge Black: Background knowledge Hispanic: Language Asian: Background knowledge American Indian: NA	5B.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	5B.1. Classroom Teacher	5B.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	5B.1. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments		

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<p><b>Reading Goal #5B:</b> By June 2013, our students in each of our subgroups will increase their score in reading by 5%, as evidenced on the 2013 FCAT reading assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i> White: 78 Black: 71 Hispanic: 68 Asian: 92 American Indian: NA</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: 80 Black: 73 Hispanic: 67 Asian: 92 American Indian: NA</p>				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Reading Goal #5C:</b> <i>No data is available at this time.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		



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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>No data is available at this time.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>No data is available at this time.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning</b>						
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<b>Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the Common Core and including writing responses across all subject areas	K-5/All, including Special Area Teachers	Literacy Coaches and PLC Leaders	School-wide	On-going	Teacher Evaluations, Grade Level Meetings and Data review meetings will be held throughout the year to monitor progress	Administration
Marzano's Best Practices	K-5/All, including Special Area Teachers	Administration and	School-wide	On-going	Teacher Evaluations, Grade Level Meetings and Data review meetings will be held throughout the year to monitor progress	Administration

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

*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]).

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Students scoring proficient in listening/speaking.</b>	4a.2. Teachers are unfamiliar with the Common Core Standards	4a.2. Teachers will unpack the common core standards and plan accordingly	4a.2. Classroom Teacher	4a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	4a.2. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
<b>CELLA Goal #1:</b> By June 2013, the number of students proficient in Listening/Speaking will increase by 10% in grades K-5, as evidenced by the 2013 CELLA Assessment.	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	Grade K-33% Grade 1- 71% Grade 2-91% Grade 3-29% Grade 4- 20% Grade 5- 50%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring proficient in reading.</b>	4a.2. Teachers are unfamiliar with the Common Core Standards	4a.2. Teachers will unpack the common core standards and plan accordingly	4a.2. Classroom Teacher	4a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	4a.2. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
<b>CELLA Goal #2:</b> By June 2013, the number of students proficient in Reading will increase by 10% in grades K-5, as evidenced by the 2013 CELLA Assessment.	<b>2012 Current Percent of Students Proficient in Reading:</b>					
	Grade K- 0% Grade 1- 57% Grade 2-73% Grade 3- 14% Grade 4- 40% Grade 5- 50%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	3a.3. Teachers don't always include writing during the reading block	3a.3. Teachers will have students write when responding to text	3a.3. Classroom Teacher	3a.3. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	3a.3. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments	
<b>CELLA Goal #3:</b> By June 2013, the number of students proficient in writing will increase by 10%, as evidenced by the 2013 CELLA Assessment	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	Grade K- 7% Grade 1- 36% Grade 2- 64% Grade 3- 0% Grade 4- 0% Grade 5- 25%					
		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
			0.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of CELLA Goals*

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

**Elementary School M0.00athematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	2a.1. Teachers may plan in isolation	2a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	2a.1. Classroom Teacher	2a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2a.1. Math Chapter tests, CORE K-12		

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

<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By June 2013, 36% of students will score a level 3 in math as evidenced by the 2013 FCAT math assessment.							
	31% (160)	36%					

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

	<p>2a.2. Teachers may plan lessons that do not differentiate for students</p> <p>2a.3. Teachers may not have their students write about the processes they are learning in math</p>	<p>2a.2. Teachers may plan lessons that do not differentiate for students</p>	<p>2a.2. Teachers will use the data spreadsheet and planning form each chapter to meet the needs of their students</p>	<p>2a.2. Classroom Teacher</p>	<p>2a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's</p>	<p>1A.2. Math Chapter tests, CORE K-12</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		2a.3 Teachers may not have their students write about the processes they are learning in math	2a.3 Teachers will have students write about what they are learning in math	2a.3 Classroom Teacher	2a.3 Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1A.3. Math Chapter tests, CORE K-12	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1a.1. Teachers may plan in isolation	1a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	1a.1. Classroom Teacher	1a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1a.1. Math Chapter tests, CORE K-12		

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

<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By June 2013, 36% of students will score a level 3 in math as evidenced by the 2013 FCAT math assessment.							
	31% (160)	36%					
		1a.2. Teachers may plan lessons that do not differentiate for students	1a.2. Teachers will use the data spreadsheet and planning form each chapter to meet the needs of their students	1a.2. Classroom Teacher	1a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1a.2. Math Chapter tests, CORE K-12	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		



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<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2a.1. Teachers may plan in isolation	2a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	2a.1. Classroom Teacher	2a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2a.1. Math Chapter tests, CORE K-12		
<p><u>Mathematics Goal #2A:</u></p> <p>By June 2013, 43% of students will score a level 4 or 5 in math as evidenced by the 2013 FCAT math assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	38% (191)	43%					

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		2a.2. Teachers may plan lessons that do not differentiate for students	2a.2. Teachers will use the data spreadsheet and planning form each chapter to meet the needs of their students	2a.2. Classroom Teacher	2a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2A.2. Math Chapter tests, CORE K-12	
		2a.3 Teachers may not have their students write about the processes they are learning in math	2a.3 Teachers will have students write about what they are learning in math	2a.3 Classroom Teacher	2a.3 Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2A.3. Math Chapter tests, CORE K-12	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Mathematics Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	2a.1. Teachers may plan in isolation	2a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	2a.1. Classroom Teacher	2a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2a.1. Math Chapter tests, CORE K-12		
<p><u>Mathematics Goal #3A:</u></p> <p>By June 2013, the percentage of students will increase to 75%, as evidenced by the 2013 FCAT math assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	68% (346)	75%					

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		2a.2. Teachers may plan lessons that do not differentiate for students	2a.2. Teachers will use the data spreadsheet and planning form each chapter to meet the needs of their students	2a.2 Classroom Teacher	2a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	3A.2. Math Chapter tests, CORE K-12	
		2a.3 Teachers may not have their students write about the processes they are learning in math	2a.3 Teachers will have students write about what they are learning in math	2a.3 Classroom Teacher	2a.3 Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	3A.3. Math Chapter tests, CORE K-12	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	2a.1. Teachers may plan in isolation	2a.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	2a.1. Classroom Teacher	2a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2a.1. Math Chapter tests, CORE K-12		
<u>Mathematics Goal #4A:</u> By June 2013, our lowest quartile students will make learning gains and increase their performance to 68%, as evidenced by the 2013 FCAT math assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62% (314)	68%					

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		2a.2. Teachers may plan lessons that do not differentiate for students	2a.2. Teachers will use the data spreadsheet and planning form each chapter to meet the needs of their students	2a.2. Classroom Teacher	2a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	4A.2. Math Chapter tests, CORE K-12	
		2a.3 Teachers may not have their students write about the processes they are learning in math	2a.3 Teachers will have students write about what they are learning in math	2a.3 Classroom Teacher	2a.3 Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	4A.3. Math Chapter tests, CORE K-12	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	70%	74%	78%	82%	86%	90%
82%							
<u>Mathematics Goal #5A:</u>  In June 2013, the number of level 1 and 2 students will decrease by 4% .							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Background knowledge Black: Background knowledge Hispanic: Language Asian: Background knowledge American Indian: NA	5B.1. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	5B.1. Classroom Teacher	5B.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	5B.1. Math Chapter tests, CORE K-12		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
By June 2013, the students in each subgroup will increase their scores by 5%, as evidenced by the 2013 FCAT math assessment.						
	<i>Enter numerical data for current level of performance in this box.</i> White: 72 Black: 68 Hispanic: 61 Asian: 88 American Indian: NA	<i>Enter numerical data for expected level of performance in this box.</i> White: 70 Black: 61 Hispanic: 56 Asian: 79 American Indian: NA				
		5B.2.	5B.2. Teachers will use the data spreadsheet and planning form each chapter to meet the needs of their students	5B.2. Classroom Teacher	5B.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	5B.2. Math Chapter tests, CORE K-12
		5B.3.	5B.3. Teachers will have students write about what they are learning in math	5B.3. Classroom Teacher	5B.3. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	5B.3. Math Chapter tests, CORE K-12

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>No data is available at this time.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		



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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> <i>No data is available at this time.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>No data is available at this time.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*

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**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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<b>Mathematics Goal #3A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

**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		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
<b>Mathematics Goal #4A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</u>  <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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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



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

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

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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	Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.			
<b>Mathematics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
		1.2.	1.2.	1.2.	1.2.			1.2.
		1.3.	1.3.	1.3.	1.3.			1.3.

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

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

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

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



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

<p><b>4. Florida Alternate Assessment:</b>  <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p><b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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

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

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Algebra 1 Goal #3A:</u>  <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		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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<p><b>Algebra 1 Goal #3B:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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]).

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<u>Geometry Goal #3A:</u> <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		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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



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<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional</b>						
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<b>Learning Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Best Practices	K-5/All, including all Special Area Teachers	Administration	School-wide	On-going	Teacher Evaluations, Grade Level Meetings and Data review meetings will be held throughout the year to monitor progress	Administration

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

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

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

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1a.1. Teachers may not have the time or materials to conduct the experiments	1a.1. Students will participate in hand on experiments 1-2 times a month	1a.1. Classroom Teacher	1a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1a.1. Science Chapter tests, CORE K-12		

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<p><b>Science Goal #1A:</b> By June 2013, 45% of students will score a level 3 in science as evidenced by the 2013 FCAT science assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>40% (65)</p>	<p>45%</p>					
		<p>1a.2. Teachers may plan in isolation</p>	<p>1a. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year</p>	<p>1a.2. Classroom Teacher</p>	<p>1a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's</p>	<p>1A.2. Science Chapter tests, CORE K-12</p>	
		<p>1a.3. Teachers may not have students write about what they are learning in science</p>	<p>1a.3. Teachers will have students respond to the text they read and to experiments they conduct</p>	<p>1a.3. Classroom Teacher</p>	<p>1a.3 Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's</p>	<p>1A.3. Science Chapter tests, CORE K-12</p>	
<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p><b>Science Goal #1B:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	1a.1. Teachers may not have the time or materials to conduct the experiments	1a.1. Students will participate in hand on experiments 1-2 times a month	1a.1. Classroom Teacher	1a.1. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	1a.1. Science Chapter tests, CORE K-12		
<u>Science Goal #2A:</u> By June 2013, 27% of students will score a level 4 or 5 in science as evidenced by the 2013 FCAT science assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22% (35)	27%					
		1a.2. Teachers may plan in isolation	1a.2. Teachers will plan with the end in mind within grade level teams and map out the curriculum throughout the year	1a.2. Classroom Teacher	1a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2A.2. Science Chapter tests, CORE K-12	

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		1a.3. Teachers may not have students write about what they are learning in science	1a.3. Teachers will have students respond to the text they read and to experiments they conduct	1a.3. Classroom Teacher	1a.3. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	2A.3. Science Chapter tests, CORE K-12	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Science Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

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

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

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

*End of 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]).

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievem</b>						

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

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Best Practices	K-5/All, including Special Area Teachers	Administration	School-wide	On-going	Teacher Evaluations, Grade Level Meetings and Data review meetings will be held throughout the year to monitor progress	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
			500.00
<b>Subtotal: \$500.00</b>			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
<b>Total:\$500.00</b>			

*End of Science Goals*



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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	3a.2. Teachers are unfamiliar with the Common Core Standards	3a.2. Teachers will unpack the common core standards and plan accordingly	3a.2. Classroom Teacher	3a.2. Progress Monitoring (Oct., Jan., and April), TBIT's and SBIT's	3a.2. Reading- Unit Assessments, FCAT Weekly Assessments, Benchmark Assessments		
<u>Writing Goal #1A:</u> By June 2013, 88% of students will score a level 3 or higher in writing as evidenced by the 2013 FCAT writing assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	88% (146)	93%					

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		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the Common Core and including writing responses across all subject areas	K-5/All, including Special Area Teachers	Literacy Coaches and PLC Leaders	School-wide	On-going	Teacher Evaluations, Grade Level Meetings and Data review meetings will be held throughout the year to monitor progress	Administration
Marzano's Best Practices	K-5/All, including Special Area Teachers	Administration and	School-wide	On-going	Teacher Evaluations, Grade Level Meetings and Data review meetings will be held throughout the year to monitor progress	Administration

**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
			0.00

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

*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]).

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

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

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**Civics Professional Development**

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

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

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

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

*End of Civics Goals*



**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]).

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

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

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

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**U.S. History Professional Development**

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

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

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

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

*End of U.S. History Goals*

**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]).

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance</b>	1.1. We do not control whether or not students come to school or if they are late	1.1. Students who are absent or tardy 10 or more times will be referred to our social worker	1.1. Administration and Social Worker	1.1. Progress Monitoring (Oct., Jan., and April)	1.1. TERMS Attendance Report		
<u>Attendance Goal #1:</u> By June 2013, students with 10 or more absences in a school year will decrease by 50%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	95.710% (1027)	98% (1027)					
	<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>					

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	<i>268 students have been absent 10 or more days</i>	<i>We would like to have only 200 students absent 10 or more days</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>71 students have been tardy 10 or more days</i>	<i>We would like to have only 40 students tardy 10 or more days</i>					
		1.2.	1.2. Students that miss or are tardy 10 or more days of school will be monitored by our guidance counselors and given incentives for coming to school regularly.	1.2. Administration and Guidance Counselors	1.2. Progress Monitoring (Oct., Jan., and April)	1.2. TERMS Attendance Report	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	K-5	Principal and Guidance Counselors	School-wide	On-going	Progress Monitoring (Oct., Jan., and April)	Administration and guidance counselors

**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
Incentives for students who meet with the guidance counselor and meet their attendance goal	Prizes	Internal/PTA	\$100.00
<b>Subtotal:</b>			
Technology			

June 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
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of 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)).

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Suspension</b>	1.1.Students are unmotivated to follow school rules regularly	1.1.Guidance counselors will meet monthly with students who are suspended more than 3 or more times	1.1.Administration	1.1.Progress Monitoring (Oct., Jan., and April)	1.1.TERMS Discipline Reports		
<u>Suspension Goal #1:</u>  By June 2013, students who are suspended 3 or more times a year will decrease the amount of times they are suspended by 50%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					

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	4 students were issued an in-school suspension this school year.	We are going to try to decrease that number to zero in school suspensions.					
	9 out-of-school suspensions were issued this school year.	We are going to try to decrease the number of out-of-school suspensions to 5					
		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 <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
Positive Behavior Support	K-5	Guidance Counselors	School-wide	On-going	Progress Monitoring (Oct., Jan., and April)	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
			0.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0.00

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

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

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

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

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

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

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

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Parent Involvement</b>	1.1. Parents are busy and don't come to activities and programs that are offered during the school year Teachers and administration OES Survey of events will be given 2-3 times a year and the Parent Satisfaction Survey will be given 1 time a year OES Survey of events and Parent Satisfaction Survey	1.1. Teachers and administration will utilize Home Room Moms to increase communication between home and school Classroom	1.1. Teachers and administration	1.1. OES Survey of events will be given 2 times a year and the Parent Satisfaction Survey will be given 1 time a year	1.1. OES Survey of events and Parent Satisfaction Survey		



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

<p><u>Parent Involvement Goal #1:</u> By June 2013, 85% of the families will participated in school activities at a minimum of one time per year.</p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p>80% of families are involved at least one time during the school year.</p>	<p>We would like to increase that amount to 82% this school year.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**Parent Involvement Professional Development**

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

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Rule 6A-1.099811  
Revised April 29, 2011

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

Parent/ Volunteer/ Business partner training	K-5/All subjects	Assistant Principal and PTA Board	School-wide and interested parents	September 2012	Meeting Agenda/Sign in sheets	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
			0.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0.00
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<p><u>STEM Goal #1:</u> <i>Intermediate students and teachers will participate with hands-on science experiments at a minimum of 1 time a month between the months of September and May.</i></p>	<p>1.1. Schedules don't always provide time for classrooms to participate in hands-on science experiments.</p>	<p>1.1. Parent volunteer will model for classrooms</p>	<p>1.1. Administration</p>	<p>1.1. Progress Monitoring (Oct., Jan., and April)</p>	<p>1.1. Lab Sign-In Sheets</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through</b>						

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

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<b>Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Best Practices	K-5/All, including all Special Area Teachers	Administration	School-wide	On-going	Teacher Evaluations, Grade Level Meetings and Data review meetings will be held throughout the year to monitor progress	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
Conducting hands-on experiments	Material for experiments	Administrative	500.00
<b>Subtotal: \$500.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$500.00</b>			

*End of STEM Goal(s)*

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<p><b>CTE Goal #1:</b> <i>Students will participate in at least 1 assembly program during the Great American Teach In (GAT) in November 2012.</i></p>	<p>1.1. Schedules may not allow for students to participate in the Great American Teach-In programs</p>	<p>1.1. Each classroom will sign up for at least 1 program during the GAT.</p>	<p>1.1. Administration and GAT Coordinator</p>	<p>1.1. Progress Monitoring (Oct., Jan., April)</p>	<p>1.1. GAT Sign-In Sheets</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)</b></p>						
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<b>or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent/ Volunteer/ Business partner training	K-5/All subjects	Assistant Principal and PTA Board	School-wide	September 2012	Meeting Agenda/Sign in sheets	Administration



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

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

*End of CTE Goal(s)*

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**Additional Goal(s)**

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

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

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**Additional Goals Professional Development**

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

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

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

*End of Additional Goal(s)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$0.00</b>
<b>CELLA Budget</b>	<b>Total: \$0.00</b>
<b>Mathematics Budget</b>	<b>Total: \$0.00</b>
<b>Science Budget</b>	<b>Total: \$500.00</b>
<b>Writing Budget</b>	<b>Total: \$0.00</b>
<b>Civics Budget</b>	<b>Total:\$0.00</b>
<b>U.S. History Budget</b>	<b>Total: \$0.00</b>
<b>Attendance Budget</b>	<b>Total: \$100.00</b>
<b>Suspension Budget</b>	<b>Total: \$0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total: 0.00</b>
<b>STEM Budget</b>	<b>Total: 500.00</b>
<b>CTE Budget</b>	<b>Total: 0.00</b>
<b>Additional Goals</b>	<b>Total:</b>

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**Grand Total:1100.00**

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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.)

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

- Yes       No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The main purpose of the School Advisory Council is to assist in the preparation of the School Improvement Plan. Input will be based on data collected from the previous school year and the perspectives of the stakeholders involved in the process. In addition, if the SAC receives lottery funds, they will determine how the money should be used in the school.



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Describe the projected use of SAC funds.	Amount