FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Wildwood Elementary School	District Name: Sumter
Principal: Colleen Habhab-Strickland	Superintendent: Rick Shirley
SAC Chair: Laticia Brooks	Date of School Board Approval:10/16/2012

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Colleen Habhab-Strickland	B.S. Primary Elementary Education M.Ed. Educational Leadership Elementary Education ESOL	1		2006-12 District Office "A" District - 4 Consecutive Years Academically High Performing District – 3 Consecutive Years 2005-06 BES AYP Met Grade: A

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

		Educational Leadership			2004-05 LPES AYP Met
		School Principal			Grade: A
Assistant Principal	Jennifer Wyatt	B.S. Music Education M.Ed. Education Administration Music K-12 Educational Leadership School Principal	8	2	2011-12 WWES Grade: B 2010-11 WWES AYP Not Met Grade: A 2009-10 WWES AYP Not Met Grade: B 2008-09 WWES AYP Met Grade: A 2007-08 WWES AYP Not Met Grade: C 2006-07 NSIS AYP Not Met Grade: C
Assistant Principal	Laticia Crosby Brooks	B.S. Elementary Education M.Ed. Educational Leadership Educational Leadership Elementary Education 1- 6 English to Speaker of Other Language K-12	1	4	2011- 2012- Lake Panasoffkee Elementary School Grade A 2010- 2011- Lake Panasoffkee Elementary School Grade A AYP not met 2009- 2010- Lake Panasoffkee Elementary School Grade A AYP not met

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

<u>Highly Effective Instructional Coaches</u>

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Marylou Watson	Early Childhood Education Elementary Education ESOL Reading	36	5	WWES 2011-12 Grade: B WWES 2010-2011 School Grade: A AYP: Not Met WWES 2009-2010 School Grade: B AYP: Not Met WWES 2008-2009 School Grade: A AYP: Not Met WWES 2007-2008 School Grade: C AYP: Not Met NSIS 2006-2007 School Grade: C AYP: Not Met NSIS 2005-2006 School Grade: B AYP: Not Met NSIS 2004-2005 School Grade: C

					AYP: Not Met NSIS 2003-2004 School Grade: C AYP: Not Met NSIS 2002-2003 School Grade: C AYP: Not Met NSIS 2001-2002 School Grade: C AYP: Not Met
Reading	Esther Bruner	Elementary Education ESOL	6	2	WWES 2011-12 Grade: B WWES 2010-2011 School Grade: A AYP: Not Met WWES 2009-2010 School Grade: B AYP: Not Met WWES 2008-2009 School Grade: A AYP: Not Met WWES 2007-2008 School Grade: C AYP: Not Met NSPS 2006-2007 AYP: Met
RtI	Stephen Rockey	Elementary Education ESOL	3	1	WWES 2011-12 Grade: B WWES 2010-2011 School Grade: A AYP: Not Met

					WWES 2009-2010 School Grade: B AYP: Not Met

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Online Application	Director of Human Resources	As Vacancies Occur	
2. Teacher to Teachers	Director of Human Resources	As Vacancies Occur	
3. Troops to Teachers	Director of Human Resources	As Vacancies Occur	
4. Certification Checks Prior to Hiring	Director of Human Resources	As Vacancies Occur	
5. In-Field/Highly Qualified Checks	Director of Human Resources	As Vacancies Occur	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Connie White	Elementary Education	Second Grade - Reading	Completing ESOL requirements to become ESOL certified
Brittany Money	Elementary Education	1st Grade	Working to complete ESOL requirements to become ESOL certified

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

62	4% (3)	27% (17)	27% (17)	32% (20)	29% (18)	98% (61)	15% (9)	15% (9)	82% (52)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sandra Hensley	Linda Magliocca	Guidance Counselors	Complete the District's Plan for Peer Teachers
Ash Ugur	Melissa McLeod	Intermediate Grade Levels	Complete the District's Plan for Peer Teachers
Lucy Chesley	Ashley Hunt	Grade Level	Complete the District's Plan for Peer Teachers
Lucy Chesley	Meggen Mannino	Grade Level	Complete the District's Plan for Peer Teachers
Cheryl McKinney	Brittany Money	Grade Level	Complete the District's Plan for Peer Teachers

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 - All district Title I schools have school wide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at-risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.

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

Title I, Part C- Migrant
Title I, Part D
Title II- The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.
Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title I dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.
Supplemental Academic Instruction (SAI): SAI will be coordinated with Title I funds to provide after school for Level 1 readers. SAI funds will be used to expand the after school program to all Level 2 students.
Violence Prevention Programs: All students participate in monthly Character Connex assemblies, where character education is taught. The Guidance Counselor also teaches character education once a week in Kindergarten classes. Wildwood Elementary School has also implemented Positive Behavior System (PBS) plan and Randy Sprick CHAMPS:
Nutrition Programs: Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.
Housing Programs:
Head Start: VPK is offered at Wildwood Elementary School to ensure a smooth transition into Kindergarten. Students participate in VPK four days per week and are exposed to a literature and print rich environment.
Adult Education:
Career and Technical Education:
Job Training: Partnerships with community stakeholders will provide students with a job skills program that will allow students the opportunity to learn how to perform well in a work setting.
Other

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Steve Rockey- RtI Case Facilitator Colleen Strickland- Principal Laticia Crosby Brooks- Assistant Principal Sandy Hensley- Guidance Counselor Linda Magliocca- Guidance Counselor Rosemary Damm- ESE Teacher
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The school-based MTSS Leadership Team will meet bi-weekly or as needed with the general education teachers who have children in the RtI process to review interventions implementation, effectiveness, and data collection. The school- based RtI Leadership Team will also meet quarterly to review school- wide and class- wide academic and behavioral data.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem- solving process is used in developing and implementing the SIP? Members of the school- based MTSS Leadership team are responsible for development and implementation of the school improvement plan. The MTTS team reviews data and makes recommendations for programs and resources needed at the school to assist students with behavioral and academic needs.
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. The school data management system, AS400 is utilized to access student data. Data can be reported by gender, race, and type of referral. Schools also have access to DATA STAR a data management program housing all Progress Monitoring Plans, Individual Education Plans and state and district test scores. Success Maker prescriptive scheduling report will also be used to summarize tiered data.
Describe the plan to train staff on MTSS. The District has trained and assigned an RtI Case Facilitator to Wildwood Elementary School. The Case Facilitator for Wildwood Elementary will train staff in the RtI process, work hand and hand in assisting teachers with collecting data, and facilitate all school- based meeting. The RtI Case Facilitator will also provide professional development for teachers during learning communities.
Describe plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Rosie Damm   Gloria Ingram   Linda Gaskins   Karen Watson   Ash Ugur   Faith Johnston   Lucy Chesley   Alison Patrick   Julie Cooper   Kitty Bruner – Reading Teacher   Jennifer Wyatt – Assistant Principal   Laticia Brooks – Assistant Principal   Colleen Strickland - Principal
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The purpose of the Reading Leadership Team is to create a capacity of reading knowledge within our school. We will focus on areas of literacy concerns within our school, which will be identified by data obtained from FCAT, FAIR, FOCUS, DEA, and SuccessMaker and other sources as appropriate. The LLT meets monthly during the school year, usually from 3-4 pm, and other times as the need arises. School Administration and the Reading Resource Teacher are responsible for identifying the focus based on test results, teacher need, school and county mandates.
What will be the major initiatives of the LLT this year?   The major mandates of the team this year will be to ensure that Learning Focused Strategies are being implemented school-wide, at every grade level (Skill of The Month, Extended Reading Passages, Flexible Grouping, Differentiation, Higher Order Thinking, and Literary Teams). In addition, emphasis will be placed areas of need based on test data gathered by the school administration/teachers and information provided during training with consultant Dr. Max Thompson and others.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

Each spring, the schools hold VPK and kindergarten "Round Ups." During this time, parents are assisted with completing required registration

forms. Students also participate in a kindergarten readiness assessment along with speech and language screeners.

VPK is offered at the school four days a week. During the VPK program, students are exposed to school procedures and a print rich environment that mirrors the kindergarten program. Additional resources are made available to parent, such as VPK social worker and Early Childhood Specialist.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

High Schools Only

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

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

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

Postsecondary Transition

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

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

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

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: 37% (129) students in grades 3-5 will score a Level 3 on the 2013 FCAT.	2012 Current Level of Performance:* 27% (94) students scored Level 3 on the 2012 FCAT.	2013 Expected Level of Performance:* 37% (129) students will score a Level 3 on the 2013 FCAT.	1a.1. Main idea/purpose and comparison have been identified as areas of weakness not only at WWES, but also across the state.	1a.1. Focus on main idea/purpose and comparisons in Grades 3-5 as well as the designated "Skill of the Month." Increase emphasis on Mapping Reading Stories to Support Writers in Control and Mastery of Main Idea in Grades K-5.	1a.1. Administrators Reading Resource Teacher Teachers	1a.1. Progress Monitoring Lesson Plan Review	1a.1. Discovery Education End of Unit Assessments
			1a.2. Students need to increase their reading stamina.	1a.2. LFS Extended Reading Passages	1a.2. Administrators Reading Resource Teacher Classroom Teachers	1a.2. Running Records	1a.2. Discovery Education

		1a.3. Student motivation to read.	1a.3. Accelerated Reader school wide goal. AR grade level goals AR incentives for progress Flexible grouping following the LFS model Implementing Common Core Standards.	1a.3. Administrators Media Specialist Reading Resource Teacher Classroom Teachers	1a.3. Progress Monitoring	1a.3. AR Records
		1a.4. Lack of background knowledge and vocabulary.	1a.4. Use academic vocabulary daily in every lesson. Require vocabulary/word work in centers	1a.4. Administrators Reading Resource Teacher Classroom Teachers	1a.4. Progress Monitoring	1a.4. Discovery Education FOCUS Assessments
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Lack of accelerated programming.	2a.1. Flexible Grouping Virtual 6th Grade reading course Customized SuccessMaker Courses Literacy Circles Resource Teachers works with Students.	2a.1. Administration Reading Resource Teacher Classroom Teacher	2a.1. Progress Monitoring	2a.1. Discovery Education
Reading Goal #2a: 35% (122) students in grades 3-5 will score a Level 4 or 5 on the 2013 FCAT.	2012 Current Level of Performance:* 25% (86) students scored Level 4 or 5 on the 2012 FCAT.	2013 Expected Level of Performance:* 35% (122) students will score Level 4 or 5 on the 2013 FCAT.					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1. Lack of understanding how various parts of a question relate to each other.	2b.1. Practice scaffolding to answer higher order questions.	2b.1. Administration Classroom Teacher	2b.1. Progress Monitoring	2b.1. Alternative Assessments

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

Reading Goal #2b: 83% (5) students will score a Level 7 or above in reading on the 2013 Florida Alternative Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	80% (4) students scored Level 7 or above in reading on the 2012 Florida Alternative Assessment.	83% (5) students will score a Level 7 or above in reading on the 2013 Florida Alternative Assessment				
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Students need additional instructional time.	3a.1. Utilize the Reading Resource Teacher as a Co-teacher for Flexible Grouping in Grades 3-5 150 Minute Literacy Block	3a.1. Administrators Reading Resource Teacher Classroom Teachers	3a.1. Progress Monitoring	3a.1. Discovery Education

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

Reading Goal #3a: 59% (133) students in grades 4-5 will make Learning Gains on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	49% (108) students made Learning Gains on the 2012 FCAT.	59% (133) students will make Learning Gains on the 2013 FCAT.				
			3a.2. Students need to increase their reading stamina.	3a.2. LFS Extended Reading Passages	3a.2. Administrators Reading Resource Teacher Classroom Teachers	3a.2. Running Records	3a.2. Discovery Education
			3a.3. Lack of background knowledge and vocabulary.	3a.3. Use academic vocabulary daily in every lesson. Require vocabulary/word work in centers	3a.3. Administrators Reading Resource Teacher Classroom Teachers	3a.3. Progress Monitoring	3a.3. Discovery Education FOCUS Assessments
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. Continue successful strategies	3b.1. Continue successful strategies	3b.1. Administration Classroom Teachers	3b.1. Progress Monitoring	3b.1. Alternative Assessments
Reading Goal #3b: 100% of students will make learning gains on the 2013 Florida	2012 Current Level of Performance:* 100% of students made	2013 Expected Level of Performance:* 100% of students will make learning				

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

Alternative Assessment.	learning gains on the 2012 Florida Alternative Assessment.	gains on the 2013 Florida Alternative Assessment.				
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.1. Students need additional instructional time.	4a.1. Utilize the Reading Resource Teacher as a Co-teacher for Flexible Grouping in Grades 3-5 150 Minute Literacy Block	4a.1. Administrators Reading Resource Teacher Classroom Teachers	4a.1. Progress Monitoring	4a.1. Discovery Education
Reading Goal #4a: 68% (28) students in the lowest quartile in grades 4-5 will make Learning Gains on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% (24) students in the lowest quartile made Learning Gains on the 2012 FCAT.	68% (28) students in the lowest quartile will make Learning Gains on the 2013 FCAT.					
			4a.2. Lack of background knowledge and prerequisite skills.	4a.2. Utilize the Reading Resource Teacher as a Co-teacher for Flexible	4a.2. Administrators Reading Resource	4a.2. Progress Monitoring	4a.2. Discovery Education

			Grouping in Grades 3-5 Utilize Harcourt Intervention Series	Teacher Classroom Teachers		
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.**			4b.1. Continue successful strategies	4b.1. Continue successful strategies	4b.1. Administrators Classroom Teachers	4b.1. Progress Monitoring	4b.1. Alternative Assessment
Reading Goal #4b: 100% of students in the bottom quartile will make learning gains on the 2013 Florida Alternative Assessment.	2012 Current Level of Performance:* 100% (1) students in the bottom quartile made learning gains on the 2012 Florida Alternative Assessment.	2013 Expected Level of Performance:* 100% of students in the bottom quartile will make learning gains on the 2013 Florida Alternative Assessment.					
			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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Baseline data 2010-2011						
Reading Goal #5A: *Enter narrative for the goal in this box.*						

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

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

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

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Planning	Grades K-5	Administration	100% of Reading Teachers	Approximately every 5 weeks beginning in September	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
Flexible Grouping	K-5	Gina Merritt	School wide	September 2012	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
LFS Conference	Grades 2 and 5	LFS	3	November 2012	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
Close Reading	K-5	Gina Merritt	School wide	October 2012	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
Text Complexity	K-5	Gina Merritt	School wide	November 2012	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
FCAT Specs	K-5	Colleen Strickland	School wide	September 2012	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
Textbook Review	K-5	Jennifer Wyatt	School wide	March 2013	Textbook Survey	Administration Classroom Teachers

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Transition to Common Core	Bell Ringer Activities	Title I SIP	$1,200.00
Build Culture of Reading	AR Prizes	Title I SIP	$1,000.00
Reading Instruction	Materials and Supplies	General	$5,000.00
			Subtotal: $7,200.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
SuccessMaker Fluency	Headphones with Microphones	Title I SIP	$600.00
			Subtotal: $600.00

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Planning	Substitutes	Title I SIP	$2,400.00
LFS Reading Activities	Resource Book	Title I SIP	$1,400.00
			Subtotal: $3,800.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $11,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: 48% of students taking CELLA will score proficient in Listening/Speaking on the 2013 CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: 38% (25) students scored proficient in Listening/Speaking on the 2012 CELLA.	1.1. Students not fluent in English may not be able to understand what is being said or asked of them	1.1. Implement SuccessMaker CELLA.	1.1. Administrators Classroom Teacher	1.1. Progress Monitoring	1.1. CELLA
		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

Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. CELLA Goal #2: 42% of students taking CELLA will score proficient in Reading on the 2013 CELLA.	2012 Current Percent of Students Proficient in Reading : 32% (21) students scored proficient in Reading on the 2012 CELLA.	2.1. Lack of assistance outside of school setting due to language barrier in the home.	2.1. Implement SuccessMaker Cella Provide parents information on English classes offered in the county.	2.1. Administrators Classroom Teacher	2.1. Progress Monitoring	2.1. CELLA
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing. CELLA Goal #3: 33% of students taking CELLA will score proficient in Writing on the 2013 CELLA.	2012 Current Percent of Students Proficient in Writing : 23% (15) students scored proficient in Reading on the 2012 CELLA.	2.1. Lack of fundamental skills.	2.1. Implement SuccessMaker CELLA. ESOL strategies used in classroom specific to student's needs.	2.1. Administrators Classroom Teacher	2.1. Progress Monitoring	2.1. CELLA
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
SuccessMaker CELLA	Materials and Supplier	General	$100.00
			Subtotal: $100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $100.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Teachers are trying to implement too many programs.	1a.1. Planning to Determine Non-Negotiables Focus on Specific Programming Math Facts in a Flash Harcourt Go Math Harcourt Go Math Common Core SuccessMaker Study Common Core Standards	1a.1. Administration Math Resource Teacher Classroom Teachers	1a.1. Progress Monitoring	1a.1. Discovery Education
Mathematics Goal #1a: 42% (147) students in grades 3-5 will score a Level 3 on the 2013 FCAT.	2012 Current Level of Performance:* 32% (110) students scored Level 3 on the 2012 FCAT.	2013 Expected Level of Performance:* 42% (147) students will score a Level 3 on the 2013 FCAT.					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Recognition and identification of shapes.	1b.1. Focus on the relationship of shapes to real life objects.	1b.1. Administration Classroom Teacher	1b.1. Progress Monitoring	1b.1. Alternative Assessments
Mathematics Goal #1b: 33% (2) students will score a Level 4, 5, or 6 in math on the 2013 Florida Alternative Assessment.	2012 Current Level of Performance:* 20% (1) students scored Level 4, 5, or 6 in math on the 2012 Florida Alternative Assessment.	2013 Expected Level of Performance:* 33% (2) students will score a Level 4, 5, or 6 in math on the 2013 Florida Alternative Assessment.					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Students need enrichment activities.	2a.1. Accelerated Academy Customized Courses on SuccessMaker in addition to the Core Course	2a.1. Administrators Math Resource Teacher Classroom Teachers	2a.1. Progress Monitoring	2a.1. Discovery Education
Mathematics Goal #2a: 29% (147) students in grades 3-5 will score a Level 4 or 5 on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19% (67) students scored Level 4 or 5 on the 2012 FCAT.	29% (147) students will score a Level 4 or 5 on the 2013 FCAT.					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Recognition of numbers 1-10 and the ability to count to 10.	2b.1. Increase instruction on number sense.	2b.1. Administration Classroom Teachers	2b.1. Progress Monitoring	2b.1. Alternative Assessment

<u>Mathematics Goal #2b:</u> 67% (4) students will score a Level 7 or above in math on the 2013 Florida Alternative Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60% (3) students scored Level 7 or above in math on the 2012 Florida Alternative Assessment.	67% (4) students will score a Level 7 or above in math on the 2013 Florida Alternative Assessment.					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Students need additional time for remediation.	3a.1. Utilize Math Resource Teacher for Flexible Grouping in Grades 3-5	3a.1. Administrators Math Resource Teacher Classroom Teachers	3a.1. Progress Monitoring	3a.1. Discovery Education

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

Mathematics Goal #3a: 77% (173) students in grades 4-5 will make Learning Gains on the 2013 FCAT.	2012 Current Level of Performance:* 67% (150) students made Learning Gains on the 2012 FCAT.	2013 Expected Level of Performance:* 77% (173) students will make learning gains on the 2013 FCAT.					
			3a.2. Students lack fact fluency.	3a.2. Math Facts in a Flash Core Course through SuccessMaker	3a.2. Administrators Classroom Teachers	3a.2. Progress Monitoring	3a.2. Discovery Education
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Continue with successful strategies.	3b.1. Continue with successful strategies.	3b.1. Administrators Classroom Teachers	3b.1. Alternative Assessments	3b.1.
Mathematics Goal #3b: 100% of students taking the 2013 Florida Alternative Assessment will make learning gains.	2012 Current Level of Performance:* 100% (3) students in the made learning gains on the 2013 Florida	2013 Expected Level of Performance:* 100% of students taking the 2013 Florida Alternative					

	Alternative Assessment.	Assessment will make learning gains.					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Students need additional instructional time.	4a.1. Utilize Math Resource Teacher for Flexible Grouping in Grades 3-5 Utilize Math Resource Teacher to Conduct Monthly Team Meetings with Grades 3-5 to Analyze Data, Student Work, and Teaching Strategies Common Planning for Unit Development	4a.1. Administrators Math Resource Teacher Classroom Teachers	4a.1. Progress Monitoring	4a.1. Discovery Education
Mathematics Goal #4a: 93% (39) students in the lowest quartile in grades 3-5 will make Learning Gains on the 2013 FCAT.	2012 Current Level of Performance:* 83% (35) students in the lowest quartile made Learning Gains on the 2012 FCAT.	2013 Expected Level of Performance:* 93% (39) students in the lowest quartile will make Learning Gains on the 2013 FCAT.					
			4a.2. Students lack fact fluency.	4a.2. Math Facts in a Flash Core Course through SuccessMaker	4a.2. Administrators Classroom Teachers	4a.2. Progress Monitoring	4a.2. Discovery Education

			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**			4b.1. Continue successful strategies	4b.1. Continue successful strategies	4b.1. Administrators Classroom Teachers	4b.1. Alternative Assessments	4b.1.
Mathematics Goal #4b: 100% students in the bottom quartile will make learning gains on the 2013 Florida Alternative Assessment.	2012 Current Level of Performance:* 100% (1) students in the bottom quartile made learning gains on the 2012 Florida Alternative Assessment.	2013 Expected Level of Performance:* 100% students in the bottom quartile will make learning gains on the 2013 Florida Alternative Assessment.					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

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

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

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

Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
		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

Middle School Mathematics Goals

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

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

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

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

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

Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.

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

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

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

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #5A: *Enter narrative for the goal in this box.*	**Baseline data 2010-2011**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B: 2012 Current Level of Performance:* 2013 Expected Level of Performance:*	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	

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

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

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**			4.1.	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of*	2013 Expected Level of Performance:* *Enter numerical data for expected level of*					

	performance in this box.	*performance in this box.*					
			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

Algebra End-of-Course (EOC) Goals

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

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

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

2. **Students scoring at or above Achievement Levels 4 and 5 in Algebra.**			2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Algebra Goal #3A: *Enter narrative for the goal in this box.*								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

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

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

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

End of Algebra EOC Goals

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

Geometry End-of-Course Goals

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

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

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

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Harcourt Go Math Common Core	Kindergarten and 1st Grade Teachers	Harcourt Representative	100% of Teachers	Fall 2012	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
Common Planning	Grades K-5	Administration	100% of Math Teachers	Approximately every 5 weeks beginning in September	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
Explore Learning	Grades 3-5	Suzanne Miller	100% of Math Teachers	Fall 2012	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
Math Facts in a Flash	2nd Grade	Andrie White	100% of Math Teachers	Fall 2012	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
SuccessMaker	Grades K-5	Santos Flores	100% of Math Teachers	On-Going	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers
Common Core	Grades K-5	Common Core Team	100% of Math Teachers	On-Going	Review Lesson Plans Classroom Walkthroughs	Administration Classroom Teachers

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
Harcourt Go Math Common Core	Substitutes	Title I SIP	$240.00
SuccessMaker	Incentives	General	$400.00
Common Planning	Materials and Supplies	General	$5,000.00
Common Core Implementation	Bell Ringers	Title I SIP	$600.00
			Subtotal: $6,240.00
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Planning	Substitutes	Title I SIP	$1,000.00
			Subtotal:$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $7,200.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: 32% (36) students in grades 5 will score a Level 3 on the 2013 FCAT.	2012 Current Level of Performance:* 22% (23) students scored Level 3 on the 2012 FCAT.	2013 Expected Level of Performance:* 32% (36) students will score a Level 3 on the 2013 FCAT.	1a.1. Lack of background knowledge and prerequisite skills.	1a.1. Utilize LFS Strategies to Enhance Instruction Increase Science Investigation Activities Florida Interactive Science Virtual Manipulatives (Gizmos) School wide Science Fair	1a.1. Administration Classroom Teachers	1a.1. Progress Monitoring	1a.1. Discovery Education

					Collaborative Planning for Unit Development FCAT Spec Study and Correlation to Lessons and Assessments			
				1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
				1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.				1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
				1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
				1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.				2a.1. Lack of Science Vocabulary Knowledge	2a.1. Increase Emphasis on Vocabulary Development	2a.1. Administration Classroom Teachers	2a.1. Progress Monitoring	2a.1. Discovery Education
Science Goal #2a: 25% (36) students in grade 5 will score a Level 4 or 5 on the 2013 FCAT.	2012 Current Level of Performance:* 15% (16) students scored Level 4 or 5 on the 2012 FCAT.	2013Expected Level of Performance:* 25% (36) students will score a Level 4 or 5 on the 2013 FCAT.						

			2a.2. Lack of continuity of science instruction in grades 3-5	2a.2. Utilize LFS Strategies to Enhance Instruction	2a.2. Administration Classroom Teachers	2a.2. Progress Monitoring	2a.2. Discovery Education
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1.	2b.1.	2.1.	2b.1.	2b.1.
Science Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

			1.2.	1.2.	1.2.	1.2.	1.2.
	this box.	*this box.*	1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

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

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

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

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject		PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	
Explore Learning	Grades 3-5	Suzanne Miller	100% Science Teachers	Fall 2012	Lesson Plan Review Classroom Walkthroughs	Administration Classroom Teachers	Rev Clas

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
Science Fair	Display Boards	General	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
EBeam	EBeam	General	$750.00
			Subtotal: $750.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Planning	Substitutes	Title I SIP	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $1,450.00

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement

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
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Lack of vocabulary in conjunction with changes to FCAT Writes in preparation for PARCC.	1a.1. 150 Minute Literacy Block Small Group Writing Instruction for Teachers with the Assistant Principal Focus in Grammar Instruction Learning Community Meetings Common Core Connections training for all Classroom Teachers	1a.1. Administration Grade Level Chairs Classroom Teachers	1a.1. Progress Monitoring	1a.1. Monthly Writing Prompts Write Score
<u>Writing Goal #1a:</u> 83% (96) students in grade 4 will score a Level 3 or higher on the 2013 FCAT Writes.	<u>2012 Current Level of Performance:*</u> 73% (84) students scored Level 3 or higher on the 2012 FCAT Writes.	<u>2013 Expected Level of Performance:*</u> 83% (96) students will Level 3 or higher on the 2013 FCAT Writes.					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Creation of completion of story that correlates to the part provided.	1b.1. Continue to use prediction when reading in the classroom setting.	1b.1. Administration Classroom Teachers	1b.1. Progress Monitoring	1b.1. Alternative Assessment
<u>Writing Goal #1b:</u> 100% (2) students will score a Level 4 or higher in writing on the 2013 Florida Alternative Assessment.	<u>2012 Current Level of Performance:*</u> 100% (2) students scored Level 4 or higher in writing on the 2012 Florida Alternative Assessment.	<u>2013 Expected Level of Performance:*</u> 100% (2) students will score a Level 4 or higher in writing on the 2013 Florida Alternative Assessment					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Connections	K-5	Chris Lewis	100 % teachers	On-going as Scheduled through PD	Lesson Plan Review Classroom Walkthroughs	Administration Classroom Teachers
Writing PLC	Grades 3-4	Laticia Brooks	100% writing teachers	Monthly Beginning October	Student Writing Samples Teacher Discussions	Administration Classroom Teachers
Hand Scoring Overview	Grade 4	Laticia Brooks	100% writing teachers	September 2012	Student Writing Samples Teacher Discussions	Administration Classroom Teachers

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Planning	Substitutes	Title I SIP	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase Proficiency	Field Trip	Internal	$1,500.00
			Subtotal: $1,500.00
			Total: $2,500.00

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

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

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

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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Students do not receive incentives for attending school regularly.	1.1. Incentives given to students for attending school regularly. Data Clerk gives CHAMPS bucks to classes with perfect attendance.	1.1. Assistant Principals Data Clerk Classroom Teachers	1.1. Attendance Reports	1.1. Attendance Rates/Reports
Attendance Goal #1: Students with excessive absences and tardies will decrease by 1% in 2013.	2012 Current Attendance Rate:* *94.620% was the 2012 Average Attendance Rate*	2013 Expected Attendance Rate:* *Increase the average attendance rate to 95.620%*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	4% (32) students had 10 or more unexcused absences in 2012	3% of students will have 10 or more unexcused absences in 2013					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	22% (168) students had 10 or more tardies absences in 2012	21% of students will have 10 or more tardies absences in 2013					
			1.2. Students are not motivated to attend school.	1.2. Provide opportunities for varying experiences.	1.2. Administration Classroom Teachers	1.2. Attendance Reports	1.2. Attendance Rates/Reports
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase Attendance	Incentives	Internal	$500.00
			Subtotal: $500.00
			Total: $500.00

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Consistency in implementing behavior	1.1. Implement CHAMPS Positive Behavior Support Reward System in all classrooms Implement a Behavior Leadership Team that will meet monthly Participate in the B:RtI Book Study Implement ROAR program into the first 15 minutes of each school day to focus on increasing behavior, morale, and sharing student success.	1.1. Administration All WWES	1.1. Progress monitoring	1.1. Discipline Reports
Suspension Goal #1: Students receiving In-School and Out-of-School Suspensions will decrease by 50% in 2013.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	327 days of In-School Suspensions	No more than 164 days is the expected number of In- School Suspensions for 2013					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	164 students served In- School Suspensions	*Enter numerical data for expected number of students suspended in- school*					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	316 days of Out-of- School Suspension	No more than 158 days is the expected number of Out-of-School School Suspensions for 2013					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	116 students were suspended Out- of-School in 2012	No more than 58 students will be suspended Out- of-School in 2013					

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
			1.4.			

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Safe and Civil CHAMPS Training	Grades K-5	Safe and Civil Schools Facilitator	School Wide	August 2012	Classroom Walkthroughs Teacher Discussions	Administrators Classroom Teachers
Ruby Payne's-Poverty Training	Grades K- 5	Ruby Payne Consultant	100% Teachers	September 2012	Teacher Discussions	Administration Classroom Teachers
B: RtI- Book Study	Behavior Leadership Team	FDLRS	100% Behavior Leadership Team	Fall 2012	Team Meetings	Administration RtI Case Facilitator
Behavior Leadership Team Academy	Behavior Leadership Team	FDLRS	100% Behavior Leadership Team	Fall 2012	Team Meetings	Administration RtI Case Facilitator

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

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

CHAMPS	CHAMPS Books	Title I SIP	$1,800.00
RtI B Book Study	RtI Books	Title I SIP	$200.00
Social Skills	Social Skills Books	Internal	$500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CHAMPS	Consultant	Title II	$2,400.00
Framework for Poverty	Consulatant	Title I SIP	$4,500.00
			Subtotal: $6,900.00
Other			
Strategy	Description of Resources	Funding Source	Amount
PBS Incentives	Incentives	Internal	$5,000.00
			Subtotal: $5,000.00
			Total: $14,400.00

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1.	1.1.	1.1.	1.1.	1.1.

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

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

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:* *Enter numerical data for current level of parent involvement in this box.*	2013 Expected level of Parent Involvement:* *Enter numerical data for expected level of parent involvement in this box.*				

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

| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Implement NASA Stem program to align with science and math.	1.1. New program being implemented.	1.1. Collaboration with other STEM teachers as well as NASA	1.1. Administration Classroom Teachers	1.1. Progress monitoring	1.1. Assessments
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

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
NASA STEM Elementary	Materials and Supplies	General	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
ACCEL Academy	Laptops	School Recognition	$3,000.00
Easy Tech	Headphones	Title I SIP	$300.00
			Subtotal: $3,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Planning	Substitutes	Title I SIP	$240.00
			Subtotal: $240.00
Other			
Strategy	Description of Resources	Funding Source	Amount
ACCEL Academy	Materials and Supplies	Internal	$1,000.00
Science Fair	Awards	Internal	$200.00
			Subtotal: $1,200.00
			Total: $5,240.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement

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

		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
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

Additional Goal(s)

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

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

<table>
<tr><th colspan="3">Additional Goal(s)</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">**1. Additional Goal**</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td>Additional Goal #1:

Enter narrative for the goal in this box.</td><td>2012 Current Level :*

Enter numerical data for current goal in this box.</td><td>2013 Expected Level :*

Enter numerical data for expected goal in this box.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td></td><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

Additional Goals Professional Development

<table>
<tr><th colspan="7">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.</th></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

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

Reading Budget	
	Total: $11,600.00
Mathematics Budget	
	Total: $7,200.00
Science Budget	
	Total: $1,450.00
Writing Budget	
	Total:$ 2,500.00
Attendance Budget	
	Total:$2,500.00
Suspension Budget	
	Total: $14,400.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$37,150.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

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

☐ Yes   ☐ No

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

Describe the projected use of SAC funds.	Amount