

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

| | |
|--|-------------------------------------|
| School Name: A.D. Henderson University School & FAU High | District Name: FAU Lab School |
| Principal: Dr. Tammy Ferguson | Superintendent: Dr. Valerie Bristor |
| SAC Chair: Mr. Keith Feit | Date of School Board Approval: |

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
|---------------------|--------------------|-----------------------------|-----------------------------------|-------------------------------------|--|
| Principal | Dr. Tammy Ferguson | Ed.D Educational Leadership | 2 | 11 | A.D. Henderson University School has been A Rated in the past 11 years. |
| Assistant Principal | Dr. Rudolph Collum | Ph.D. Physical Education | 2 | 5 | A.D. Henderson University School has been A Rated in the past 11 years. |

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Instructional Coaches

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

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|-----------------|---------------------------------------|-----------------------------------|---|---|
| Reading | Brittany Steele | Masters in Reading | 10 | 2 | A School since inception of grading process |
| Reading | Mary Linville | Specialist Curriculum and Instruction | 30 | 7 | A School since inception of grading process |
| | | | | | |

Effective and Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date |
|--|-----------------------|---------------------------|
| 1. School is a demonstration site for pre-service teachers | School Administration | Ongoing |
| 2. School provides tuition forgiveness for university coursework | LEA | Ongoing |
| 3. | | |
| 4. | | |

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Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

| Total number of Instructional Staff | % of first-year teachers | % of teachers with 1-5 years of experience | % of teachers with 6-14 years of experience | % of teachers with 15+ years of experience | % of teachers with Advanced Degrees | % of teachers with an Effective rating or higher | % of Reading Endorsed Teachers | % of National Board Certified Teachers | % of ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--|--------------------------------|--|-----------------------------|
| 50 | 2.0% (1) | 35% 18 | 24.5% (12) | 22.4% (11) | 27 | 50 | 5 | 0 | 18 |

Teacher Mentoring Program/Plan

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|-----------------|-----------------|-----------------------|---------------------------------|
| Toni Yazurlo | Ali Landman | Mentee Selected | New Teacher Orientation Program |
| Brittany Steele | Tyler Garr | Mentee Selected | New Teacher Orientation Program |
| | | | |

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

| School-Based MTSS/RtI Team |
|---|
| Identify the school-based MTSS leadership team. The school-based team is comprised of the following members: ESE Coordinator ESE Teachers Speech Language Pathologist Reading Intervention Teacher Reading Coach Administration Guidance School Psychologist (as needed) Classroom Teacher Professional Development Coordinator |
| 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 meets regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining effective core instruction (Tier 1) is in place, classroom teachers will identify students who are not meeting identified academic and/or behavioral targets. The identified students will be referred to the school-based MTSS Leadership Team. This team uses a four step problem solving method* to conduct meetings. Based on data and discussions, the team will develop intervention plans to provide additional supplemental or intensive academic and/or behavioral supports. The intervention plans will identify students specific areas of deficiencies and appropriate research-based interventions will be designed to address these deficiencies. The team will ensure that resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist. Progress monitoring data will be used at subsequent team meetings to determine the success of the interventions. *The Problem Solving Method consists of four steps: (1) Problem Identification/What is the Problem? (2) Problem Analysis/Whys is it occurring? (3) Intervention design/What are we going to do about it? (4) Response to Intervention/Is it working? |
| Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Members of the school-based MTSS Leadership Team will meet with school administration to help develop the school improvement plan. The previous school year's data along with information on Tier 1, Tier 2, and Tier 3 targets will be used to discuss areas of deficiency that will be the focus of SIP. Topics for discussion include, but are not limited to, the following: SAT10 scores FCAT scores Classroom assessment data Strengths and weakness of intensive programs Mentoring, tutoring and other supports |

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The problem solving method is used to create the School Improvement Plan. Using student data, areas of improvement are identified. Anticipated barriers are discussed. Strategies are designed and their effectiveness is monitored.

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. Performance Matters data management system will be used by teachers and administration to analyze multiple data sources in order to provide appropriate instructional actions for students.

Data sources include:

FCAT

FCAT Writes

SAT10

Curriculum Based Measurements

Florida Assessment for Instruction in Reading (FAIR) and Progress Monitoring and Reporting Network (PMRN)

Running Records (Fountas and Pinnell)

Comprehensive English Language Learning Assessment (CELLA)

Diagnostic Assessment in Reading (DAR)

Star Early Literacy

Star Reading

Scholastic Reading Inventory (SRI)

Star Math

Quarterly Writing Prompts

Office Discipline Referrals

Absences

Tardiness

Describe the plan to train staff on MTSS.

The school-based MTSS process will be reviewed at learning team meetings throughout the year. Professional development will be embedded in these meetings. Topics will include, but are not limited to, consensus building, the Problem Solving Model, data-based decision-making to drive instruction, progress monitoring, selection and availability of research-based intervention tools, and positive behavior supports.

On-going training will be provided to the school based team through Florida's Problem Solving MTSS Project and The School District of Palm Beach County's Safe Schools Institute.

Individual professional development will be provided to classroom teachers as needed.

Describe the plan to support MTSS.

Members of the school-based MTSS Leadership Team will meet with school administration to help develop the MTSS plan. The previous school year's data along with information on Tier 1, Tier 2, and Tier 3 targets will be used to discuss areas of deficiency that will be the focus of MTSS. Topics for discussion include, but are not limited to, the following:

SAT10 scores

FCAT scores

Classroom assessment data

August 2012

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Strengths and weakness of intensive programs
Mentoring, tutoring and other supports
The problem solving method is used to create the MTSS Plan. Using student data, strategies are designed for Tier 2 and Tier 3 students and their effectiveness is monitored.

Literacy Leadership Team (LLT)

| School-Based Literacy Leadership Team |
|---|
| Identify the school-based Literacy Leadership Team (LLT). Reading Interventionist Reading Coach Assistant Principal Team Representatives ESE Coordinator |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly. The chair creates an agenda for each meeting. The team serves as a management tool to build a literacy culture and environment throughout the school through collegiality and collaboration. |
| What will be the major initiatives of the LLT this year? The Literacy Leadership Team will develop a school-based literacy plan of action based on one or two identified areas of concern. The process involves collecting and analyzing data, planning and implementing a course of action, and determining the effectiveness of the action plan. |

Public School Choice

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

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

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

N/A

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

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

The Literacy Leadership Team and the Professional Development Team will provide opportunities for teachers to improve their teaching skills in reading strategies. The Teachers will implement those skills in their lessons. School administrators will monitor the progress through classroom walkthroughs and lesson plan reviews.

**High Schools Only*

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

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

All students participate in dual enrollment courses which apply a high level of application.

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?

Because of the unique nature of the program, course selection is based on courses provided by the university. Students are able to select from a wide variety of courses that meet their graduation requirements as well as future career goals.

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](#).

The FAU High School is based on a dual enrollment model in which all of the students' courses are offered at the university level. Students, through their participation in this program, are well prepared to enter into postsecondary education.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

| Reading Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|-------------------------------------|--------------------------------------|---|--|--|---|---|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | | | 1A.1. | 1A.1. | 1A.1. | 1A.1. | 1A.1. |
| Reading Goal #1A: 38% of the students will achieve Level 3 proficiency on the 2013 FCAT 2.0 Reading. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Providing differentiated reading instruction | Provide professional development to reading and content area teachers on differentiated reading strategies | Professional Development Team Literacy Leadership Team Reading Coach | Monitor implementation of differentiated reading strategies | Walkthroughs Evidence of DI in lesson plans Reading assessments |
| | 33% (167) | 38% | | | | | |
| | | | 1A.2. | 1A.2. | 1A.2. | 1A.2. | 1A.2. |
| | | | Motivating students to read for leisure | Schedule Author Visitations Implement Accelerated Reader (AR) Program Purchase bracelets for AR goal incentives Purchase Kindles for 5 th – 8 th grade students Purchase Kindles for 3 rd – 4 th grade Henderson After School Program students Create a Literacy and Assessment Center for K- | Administration Reading Coach Reading Interventionist Literacy Leadership Team Classroom Teachers Computer Application Coordinator After School Directors | Monitor AR Reports Develop and monitor an online system for student eBook requests | AR Reports Reading Assessments Evidence of eBook requests |

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| | | | | | | |
|---|-------------------------------------|--|-------------|-------|-------|-------|
| | | | 12 students | | | |
| 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: N/A | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | N/A | <i>Enter numerical data for expected level of performance in this box.</i> | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|---|---|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. | | | 2A.1. | 2A.1. | 2A.1. | 2A.1. | 2A.1. |
| Reading Goal #2A: <i>66 % of the students will achieve Level 4 or Level 5 proficiency on the 2013 FCAT 2.0 Reading.</i> | 2012 Current Level of Performance: * 61% (308) | 2013 Expected Level of Performance: * 66% | Steadily increasing text complexity on standardized reading assessments | Provide professional development on implementing Common Core State Standards (CCSS) | Administration Reading Coach Literacy Leadership Team Professional Development Team | Monitor implementation of CCSS | Walkthroughs Evaluation of lesson plans Reading assessments |
| | 2A.2. | | | 2A.2. | 2A.2. | 2A.2. | 2A.2. |
| | | | Motivating students to read for leisure | Schedule Author Visitations Implement Accelerated Reader (AR) Program Purchase bracelets for AR goal incentives Purchase Kindles for 5 th – 8 th grade students Purchase Kindles for 3 rd – 4 th grade Henderson After School Program students Create a Literacy and Assessment Center for K-12 students | Administration Reading Coach Reading Interventionist Literacy Leadership Team Classroom Teachers Computer Application Coordinator After School Directors | Monitor AR Reports Develop and monitor an online system for student eBook requests | AR Reports Reading Assessments Evidence of eBook requests |

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|---|--|--|-------|-------|-------|-------|-------|
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| <u>Reading Goal #2B:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| N/A | N/A | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|--|---|---|
| 3A. FCAT 2.0: Percentage of students making learning gains in reading. | | | 3A.1. | 3A.1. | 3A.1. | 3A.1. | 3A.1. |
| <u>Reading Goal #3A:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Providing differentiated reading instruction | Provide professional development to reading and content area teachers on differentiated reading strategies | Professional Development Team Literacy Leadership Team Reading Coach | Monitor implementation of differentiated reading strategies | Walkthroughs Evidence of DI in lesson plans Reading assessments |
| 80% of students will make Learning Gains on the 2013 FCAT 2.0 Reading. | 44% (222) | 80% | | | | | |
| | | | 3A.2. | 3A.2. | 3A.2. | 3A.2. | 3A.2. |
| | | | Steadily increasing text complexity on standardized reading assessments | Provide professional development on implementing Common Core State Standards (CCSS) | Administration Reading Coach Literacy Leadership Team Professional Development Team | Monitor implementation of CCSS | Walkthroughs Evaluation of lesson plans Reading assessments |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. | | | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| <u>Reading Goal #3B:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| N/A | N/A | 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. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|--|---|
| <p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p> <p><u>Reading Goal #4:</u></p> <p><i>80% of students in lowest 25% will make Learning Gains on the 2013 FCAT 2.0 Reading.</i></p> | <p>2012 Current Level of Performance:*</p> <p>73% (39)</p> | <p>2013 Expected Level of Performance:*</p> <p>80%</p> | <p>4A.1.</p> <p>Implementing targeted interventions</p> | <p>4A.1.</p> <p>Identify students using the Four Learners Chart and reading assessment data</p> <p>Provide MTSS professional development</p> <p>Provide targeted interventions for identified students</p> <p>Provide morning and/or after school Tier 2 & 3 reading interventions</p> | <p>4A.1.</p> <p>Administration</p> <p>Support Team</p> <p>Classroom Teachers</p> <p>Professional Development Team</p> <p>Reading Coach</p> <p>Reading Interventionist</p> | <p>4A.1.</p> <p>Monitor completion of Four Learners Charts for K-5 student</p> <p>Conduct Articulation Meetings to review Four Learners Chart data</p> <p>Monitor data of middle school students enrolled in intensive reading and critical thinking courses</p> <p>Monitor implementation of targeted interventions during Immediate Intensive Intervention (iii) scheduled times</p> | <p>4A.1.</p> <p>Walkthroughs</p> <p>Four Learners Analysis Chart</p> <p>Evaluation of iii lesson plans</p> <p>Reading assessments</p> |
| | | | | <p>4A.2.</p> <p>Increasing parental involvement</p> | <p>4A.2.</p> <p>Continue to implement <i>Read With Me</i> reading program for identified students</p> <p>Plan parent reading programs</p> | <p>4A.2.</p> <p>Administration</p> <p>Reading Interventionist</p> <p>Reading Coach</p> <p>Literacy Leadership Team</p> <p>PTO</p> | <p>4A.2.</p> <p>Analyze parent participation in <i>Read With Me</i> program</p> <p>Monitor reading data on <i>Read With Me</i> students</p> <p>Analyze Parent feedback on parent programs</p> |

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|--|--|--|--|---|--|--|
| | | 4A.3. Motivating students to read for leisure | 4A.3. Schedule Author Visitations Implement Accelerated Reader (AR) Program Purchase bracelets for AR goal incentives Purchase Kindles for 5 th – 8 th grade students Purchase Kindles for 3 rd – 4 th grade Henderson After School Program students Create a Literacy and Assessment Center for K-12 students | 4A.3. Administration Reading Coach Reading Interventionist Literacy Leadership Team Classroom Teachers Computer Application Coordinator After School Directors | 4A.3. Monitor AR Reports Develop and monitor an online system for student eBook requests | 4A.3. AR Reports Reading Assessments Evidence of eBook requests |
|--|--|--|--|---|--|--|

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| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|--|--|---|---|--|--|------------|
| 5A. In six years school will reduce their achievement gap by 50%. Baseline data 2010-2011 85% | | | 86% | 88% | 89% | 90% | 91% | 93% |
| | Reading Goal #5A: <i>88% of the students will achieve proficiency on the 2013 FCAT 2.0 Reading.</i> | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. | | | 5B.1. White: Black: Hispanic: Asian: American Indian: | 5B.1. Provide professional development to reading and content area teachers on differentiated reading strategies | 5B.1. Administration Professional Development Team Literacy Leadership Team Reading Coach Classroom Teachers | 5B.1. Monitor implementation of differentiated reading strategies | 5B.1. Walkthroughs Evidence of DI in lesson plans Reading assessments | |
| Reading Goal #5B: <i>The number of students in each ethnic group not making satisfactory progress in reading will be reduced according to individual subgroup AMOs.</i> | 2012 Current Level of Performance:* White: 16% (10) Black: 20% (17) Hispanic: 11% Asian: 17% (5) American Indian: N/A | 2013 Expected Level of Performance:* White: 12% Black: 19% Hispanic: 8% Asian: 3% American Indian: N/A | Providing differentiated reading instruction. | | | | | |
| | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|--|--|--|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | | | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| <u>Reading Goal #5C:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Providing differentiated reading instruction to meet the needs of ELL | Provide professional development to reading and content area teachers on differentiated reading strategies | Administration Professional Development Team Literacy Leadership Team Reading Coach Reading Interventionist ESE Coordinator Classroom Teachers | Monitor implementation of differentiated reading strategies | Walkthroughs Evidence of DI in lesson plans Reading assessments |
| <i>The number of ELL students not making satisfactory progress in reading will be reduced according to the AMO.</i> | 39% (3) | 33% | | | | | |
| 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. |
| <u>Reading Goal #5D:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Providing differentiated reading instruction to meet the individual needs of SWD | Provide professional development to reading and content area teachers on differentiated reading strategies | Administration Professional Development Team Literacy Leadership Team Reading Coach Reading Interventionist ESE Coordinator | Monitor implementation of differentiated reading strategies | Walkthroughs Evidence of DI in lesson plans Reading assessments |
| <i>The number of students with disabilities not making satisfactory progress in reading will be reduced according to the AMO.</i> | 44% | 42% | | | | | |

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|--|--|--|--|--|--------------------|--|--|
| | | | | | ESE Teachers | | |
| | | | | | Classroom Teachers | | |

| 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: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Providing differentiated reading instruction to meet the needs of economically disadvantaged students | Provide professional development to reading and content area teachers on differentiated reading strategies | Administration Professional Development Team Literacy Leadership Team Reading Coach Reading Interventionist ESE Coordinator Classroom Teachers | Monitor implementation of differentiated reading strategies | Walkthroughs Evidence of DI in lesson plans Reading assessments |
| <i>The number of economically disadvantaged students not making satisfactory progress in reading will be reduced according to the AMO.</i> | 19% | 17% | | | | | |

Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities | | | | | | |
|---|----------------------|-----------------------------------|---|--|---|---|
| Please note that each strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content/Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Use data for instructional level placement and to drive instruction | K-9/Reading | Problem Solving Intervention Team | Reading/Language Arts Teachers | Quarterly | Review of Four Learners Chart and evaluation of student placement | Administration |

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| | | | | | | |
|----------------------------|-------------|--|--------------------------------|-------------------------------|---|-------------------------|
| Differentiated Instruction | K-9/Reading | Professional Development Team | Reading/Language Arts Teachers | Professional Development Days | Walk-throughs and our Deliberate Practice Professional Learning Goals Sheet | Administration |
| MTSS Strategies | K-9 | Problem Solving Intervention Team (PSIT) | K-9 Teachers | Grade Level Meetings | Ongoing Progress Monitoring of Tier 2 and 3 interventions | PSIT/Classroom Teachers |

Reading Budget (Insert rows as needed)

| | | | |
|---|--|--|--|
| Include only school funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Strategy | Strategy | Strategy |
| MTSS | MTSS | MTSS | MTSS |
| | | | |
| | | | Subtotal:1,000 |
| Technology | | | |
| Strategy | Strategy | Strategy | Strategy |
| Technology integration in the curriculum | Technology integration in the curriculum | Technology integration in the curriculum | Technology integration in the curriculum |
| | | | |
| | | | Subtotal:5,000 |
| Professional Development | | | |
| Strategy | Strategy | Strategy | Strategy |
| Professional Development in Reading Strategies | Professional Development in Reading Strategies | Professional Development in Reading Strategies | Professional Development in Reading Strategies |
| | | | |
| | | | Subtotal:1,000 |
| Other | | | |
| Strategy | Strategy | Strategy | Strategy |
| | | | |
| | | | Subtotal: |
| | | | Total:7,000 |

End of Reading Goals

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

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

| CELLA Goals | | Problem-Solving Process to Increase Language Acquisition | | | | |
|--|--|--|----------|---|---|-----------------|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring proficient in listening/speaking. | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| CELLA Goal #1: <i>100% of students who complete the CELLA in 2013 will be proficient in listening/speaking English.</i> | 2012 Current Percent of Students Proficient in Listening/Speaking: | | | | | |
| | 100% (40) | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read grade-level text in English in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring proficient in reading. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #2: <i>100% of students who complete the CELLA in 2013 will be proficient in reading English.</i> | 2012 Current Percent of Students Proficient in Reading: | | | | | |
| | 100% (40) | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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| Students write in English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---------------------|----------|---|---|-----------------|
| 3. Students scoring proficient in writing. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #3: <i>100% of students who complete the CELLA in 2013 will be proficient in writing in English.</i> | 2012 Current Percent of Students Proficient in Writing : | | | | | |
| | 100% (40) | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

| Elementary Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | | | 1A.1. Lack of differentiated instruction strategies | 1A.1. Focus on DQ3- deepening knowledge strategies Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources | 1A.1. Administration PD Coordinator | 1A.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 1A.1. Observation Checklist Math FCAT2013 results |
| <u>Mathematics Goal</u> #1A: | <u>2012 Current Level of Performance:*</u> 32% (59) | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| <i>Enter narrative for the goal in this box.</i> | | | | | | | |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| <u>Mathematics Goal</u> #1B: | <u>2012 Current Level of Performance:*</u> N/A | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| N/A | | | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | | | 2A.1. Lack of differentiated instruction strategies | 2A.1. Focus on DQ4 Activities-(complex tasks) Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources | 2A.1. Administration PD Coordinator | 2A.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 2A.1. Observation Checklist Math FCAT2013 results |
| Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* 40% (75) | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | Lack of identified resources to implement differentiation | | | | |
| | | | 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. |
| Mathematics Goal #2B: N/A | 2012 Current Level of Performance:* N/A | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|--|--|--|
| 3A. FCAT 2.0: Percentage of students making learning gains in mathematics. | | | 3A.1. Lack of differentiated instruction strategies | 3A.1. Lack of differentiated instruction strategies Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | 3A.1. Administration PD Coordinator ESE/RtI Coordinator | 3A.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 3A.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| <u>Mathematics Goal</u> #3A: | <u>2012 Current Level of Performance:*</u> 44% (81) | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| <i>Enter narrative for the goal in this box.</i> | | | | | | | |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | | | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| <u>Mathematics Goal</u> #3B: | <u>2012 Current Level of Performance:*</u> N/A | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| N/A | | | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|--|--|--|
| 4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4A.1. Lack of differentiated instruction strategies | 4A.1. Focus on DQ2- identifying critical information Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | 4A.1. Administration PD Coordinator ESE/RtI Coordinator | 4A.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 4A.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* 73% (19) | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | | | | |
| | | | 4A.2. | 4A.2. | 4A.2. | 4A.2. | 4A.2. |
| | | | 4A.3. | 4A.3. | 4A.3. | 4A.3. | 4A.3. |

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| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|--|--|---|---|---|---|---|------------|--|
| 5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i> | Baseline data 2010-2011 <p style="text-align: center;">79%</p> | | 82% | 83% | 84% | 86% | 88% | 90% | |
| | <i>Enter narrative for the goal in this box.</i> | | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* White: 19% (23) Black: 27% (19) Hispanic: 13% Asian: 8% (1) American Indian: N/A | 2013 Expected Level of Performance:* White: 15% Black: 27% Hispanic: 14% Asian: 15% American Indian: N/A | 5B.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiated instruction strategies Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | 5B.1. Focus on DQ2- identifying critical information Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | 5B.1. Administration PD Coordinator ESE/RtI Coordinator | 5B.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 5B.1 iObservation Checklist Performance Matters RtI tool Math FCAT2013 results | | |
| | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
| | | | | | | | | | |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|--|--|--|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | | | 5C.1. Lack of differentiated instruction strategies | 5C.1. Focus on DQ2- identifying critical information | 5C.1. Administration PD Coordinator ESE/RtI Coordinator | 5C.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 5C.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| <u>Mathematics Goal</u> #5C: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. | | | |
| <i>Enter narrative for the goal in this box.</i> | 33% (2) | 37% | Lack of RtI professional development for classroom teachers | Identify and/or purchase resources Provide RtI prof. development | | | |
| | | | 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. Lack of differentiated instruction strategies | 5D.1. Focus on DQ2- identifying critical information | 5D.1. . Administration PD Coordinator ESE/RtI Coordinator | 5D.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 5D.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| <u>Mathematics Goal</u> #5D: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. | | | |
| <i>Enter narrative for the goal in this box.</i> | 56% | 52% | Lack of RtI professional development for classroom teachers | Identify and/or purchase resources Provide RtI prof. development | | | |
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|--|--|--|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | | | 5E.1. Lack of differentiated instruction strategies | 5E.1. Focus on DQ2- identifying critical information | 5E.1. Administration PD Coordinator ESE/RtI Coordinator | 5E.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 5E.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| Mathematics Goal #5E: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* 26% | 2013 Expected Level of Performance:* 21% | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources | | | |
| | | | Lack of RtI professional development for classroom teachers | Provide RtI prof. development | | | |
| | | | 5E.2. | 5E.2. | 5E.2. | 5E.2. | 5E.2. |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

| Middle School Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|--|--|---|---|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | | | 1A.1. Lack of differentiated instruction strategies | 1A.1. Focus on DQ3- deepening knowledge strategies Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources | 1A.1. Administration PD Coordinator | 1A.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 1A.1. Observation Checklist Math FCAT2013 results |
| <u>Mathematics Goal</u> #1A: | <u>2012 Current Level of Performance:</u> 35% (68) | <u>2013 Expected Level of Performance:</u> <i>Enter numerical data for expected level of performance in this box.</i> | Lack of identified resources to support differentiation | | | | |
| <i>Enter narrative for the goal in this box.</i> | | | | | | | |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| <u>Mathematics Goal</u> #1B: | <u>2012 Current Level of Performance:</u> N/A | <u>2013 Expected Level of Performance:</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| N/A | | | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|---|---|---|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | | | 2A.1. Lack of differentiated instruction strategies | 2A.1. Focus on DQ4 Activities-(complex tasks) Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources | 2A.1. Administration PD Coordinator | 2A.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 2A.1. Observation Checklist Math FCAT2013 results |
| Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* 48% (95) | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | Lack of identified resources to implement differentiation | | | | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| Mathematics Goal #2B: N/A | 2012 Current Level of Performance:* N/A | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|---|---|---|
| 3A. FCAT 2.0: Percentage of students making learning gains in mathematics. | | | 3A.1. | 3A.1. | 3A.1. | 3A.1. | 3A.1. |
| <u>Mathematics Goal</u> #3A: | <u>2012 Current Level of Performance:*</u> 52% (102) | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | Lack of differentiated instruction strategies Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | Focus on DQ2- identifying critical information Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | Administration PD Coordinator ESE/RtI Coordinator | When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | | | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| <u>Mathematics Goal</u> #3B: | <u>2012 Current Level of Performance:*</u> N/A | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|--|--|--|
| 4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4A.1. Lack of differentiated instruction strategies | 4A.1. Focus on DQ2- identifying critical information | 4A.1. Administration PD Coordinator ESE/RtI Coordinator | 4A.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 4A.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| Mathematics Goal #4: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. | | | |
| <i>Enter narrative for the goal in this box.</i> | 61% (22) | <i>Enter numerical data for expected level of performance in this box.</i> | Lack of RtI professional development for classroom teachers | Identify and/or purchase resources Provide RtI prof. development | | | |

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| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|---|--|--|---|--|--|--|--|------------|--|
| 5A. In six years, school will reduce their achievement gap by 50%. Baseline data 2010-2011 79% | | | 82% | 83% | 84% | 86% | 88% | 90% | |
| | Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i> | | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* White: 19% (23) Black: 27% (19) Hispanic: 13% Asian: 8% (1) American Indian: N/A | 2013 Expected Level of Performance:* White: 15% Black: 27% Hispanic: 14% Asian: 15% American Indian: N/A | 5B.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiated instruction strategies Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | 5B.1. Focus on DQ2- identifying critical information Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | 5B.1. Administration PD Coordinator ESE/RtI Coordinator | 5B.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 5B.1 Observation Checklist Performance Matters RtI tool Math FCAT2013 results | | |
| | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
| | | | | | | | | | |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|--|---|--|--|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | | | 5C.1. Lack of differentiated instruction strategies | 5C.1. Focus on DQ2- identifying critical information | 5C.1. Administration PD Coordinator ESE/RtI Coordinator | 5C.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 5C.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| <u>Mathematics Goal</u> #5C: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> 33% (2) | <u>2013 Expected Level of Performance:*</u> 37% | Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | | | |
| | | | 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. Lack of differentiated instruction strategies | 5D.1. Focus on DQ2- identifying critical information | 5D.1. Administration PD Coordinator ESE/RtI Coordinator | 5D.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 5D.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| <u>Mathematics Goal</u> #5D: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> 56% | <u>2013 Expected Level of Performance:*</u> 52% | Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | | | |
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|--|---|---|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | | | 5E.1. Lack of differentiated instruction strategies | 5E.1. Focus on DQ2- identifying critical information | 5E.1. Administration PD Coordinator ESE/RtI Coordinator | 5E.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 5E.1. Observation Checklist Performance Matters RtI tool Math FCAT2013 results |
| <u>Mathematics Goal</u> #5E: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> 26% | <u>2013 Expected Level of Performance:*</u> 21% | Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | | | |
| | | | 5E.2. | 5E.2. | 5E.2. | 5E.2. | 5E.2. |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

End of Middle School Mathematics Goals

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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 | | | | |
|---|-------------------------------------|--|--|----------|---|---|-----------------|
| 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: N/A | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | N/A | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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: N/A | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | N/A | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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| Based on 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: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| N/A | N/A | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. |

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

| Algebra 1 EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|--|---|--|---|--|----------------------------------|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Algebra 1. | | | 1.1. Student math placement | 1.1. Proper placement in mathematic courses | 1.1. Administration PD Coordinator | 1.1. When observing in classrooms, it | 1.1. Observation Checklist |
| Algebra 1 Goal #1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Lack of differentiated instruction strategies | Focus on DQ3- deepening knowledge strategies | | will be evident that there is differentiation based on student needs occurring during instruction. | EOC 2013 results |
| <i>Enter narrative for the goal in this box.</i> | 52% (22) | <i>Enter numerical data for expected level of performance in this box.</i> | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers’ implementation of differentiated instruction. Identify and/or purchase resources | | | |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. | | | 2.1. Lack of differentiated instruction strategies | 2.1. Focus on DQ4 Activities-(complex tasks) | 2.1. Administration PD Coordinator | 2.1. When observing in classrooms, it | 2.1. Observation Checklist |
| Algebra Goal #2: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers’ implementation of differentiated instruction. Identify and/or purchase resources | | will be evident that there is differentiation based on student needs occurring during instruction. | EOC 2013 results |
| <i>Enter narrative for the goal in this box.</i> | 39% (16) | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |

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| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|--------------------------------|--|---|--|--|--|--|-----------|
| 3A. In six years, school will reduce their achievement gap by 50%. <u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i> | 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 subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. <u>Algebra 1 Goal #3B:</u> <i>Enter narrative for the goal in this box.</i> | | | 3B.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiated instruction strategies Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | 3B.1. Focus on DQ2- identifying critical information Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | 3B.1. Administration PD Coordinator ESE/RtI Coordinator | 3B.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 3B.1. Observation Checklist Performance Matters RtI tool EOC 2013 results | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---|--|--|--|---|
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1. | | | 3C.1. Lack of differentiated instruction strategies | 3C.1. Focus on DQ2- identifying critical information | 3C.1. Administration PD Coordinator ESE/RtI Coordinator | 3C.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 3C.1. Observation Checklist Performance Matters RtI tool EOC 2013 results |
| Algebra 1 Goal #3C: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | Lack of RtI professional development for classroom teachers | Identify and/or purchase resources Provide RtI prof. development | | | |
| | | | 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 Algebra 1. | | | 3D.1. Lack of differentiated instruction strategies | 3D.1. Focus on DQ2- identifying critical information | 3D.1. Administration PD Coordinator ESE/RtI Coordinator | 3D.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 3D.1. Observation Checklist Performance Matters RtI tool EOC 2013 results |
| Algebra 1 Goal #3D: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | Lack of RtI professional development for classroom teachers | Identify and/or purchase resources Provide RtI prof. development | | | |
| | | | 3D.2. | 3D.2. | 3D.2. | 3D.2. | 3D.2. |
| | | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
|--|---|---|--|---|--|--|---|-------|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1. | | | 3E.1. Lack of differentiated instruction strategies | 3E.1. Focus on DQ2- identifying critical information | 3E.1. Administration PD Coordinator ESE/RtI Coordinator | 3E.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. During problem solving meetings, teachers will have RtI data | 3E.1. Observation Checklist Performance Matters RtI tool EOC 2013 results | |
| Algebra 1 Goal #3E: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | Lack of identified resources to implement differentiation Lack of RtI professional development for classroom teachers | Provide professional development, resources, and coaching to support teachers' implementation of differentiated instruction. Identify and/or purchase resources Provide RtI prof. development | | | | |
| | | | | 3E.2. | 3E.2. | 3E.2. | 3E.2. | 3E.2. |
| | | | | 3E.3. | 3E.3. | 3E.3. | 3E.3. | 3E.3. |

End of Algebra 1 EOC Goals

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

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

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

| Geometry EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|---|---|--|---|---|--|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Geometry. | | | 1.1. Student math placement | 1.1. Proper placement in mathematic courses | 1.1. Administration PD Coordinator | 1.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 1.1. iObservation Checklist Geometry EOC 2013 results |
| Geometry Goal #1: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Lack of differentiated instruction strategies | Focus on DQ3- deepening knowledge strategies | | | |
| <i>Enter narrative for the goal in this box.</i> | 100% | 100% | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers’ implementation of differentiated instruction. Identify and/or purchase resources | | | |
| 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. Lack of differentiated instruction strategies | 2.1. Focus on DQ4 Activities-(complex tasks) | 2.1. Administration PD Coordinator | 2.1. When observing in classrooms, it will be evident that there is differentiation based on student needs occurring during instruction. | 2.1. iObservation Checklist Geometry EOC 2013 results |
| Geometry Goal #2: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Lack of differentiated instruction strategies | Focus on DQ4 Activities-(complex tasks) | | | |
| <i>Enter narrative for the goal in this box.</i> | 100% | 100% | Lack of identified resources to implement differentiation | Provide professional development, resources, and coaching to support teachers’ implementation of differentiated instruction. Identify and/or purchase resources | | | |

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| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|--|-----------|---|---|-----------------|
| 3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i> NA – 100% of all subgroups met goal. | Baseline data 2011-2012 | | | | | | |
| | Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |
| | | | | | | | |

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

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

End of Geometry EOC Goals

Mathematics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities | | | | | | |
|---|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Please note that each strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content/Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| DQ2, DQ3 and DQ4 | All | LSI | School-Wide | PDDs and LTMs | Survey/FCAT/EOCs | Administration PD Coordinator |
| | | | | | | |
| | | | | | | |

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Mathematics Budget (Insert rows as needed)

| | | | |
|--|--------------------------|----------------|-----------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| DI | RtI | Hend18 | |
| | | | |
| | | | Subtotal:5,000 |
| 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:5,000 |

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

| Elementary and Middle Science Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|--|---|---|--|---|---|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. | | | 1A.1. | 1A.1. | 1A.1. | 1A.1. | 1A.1. |
| Science Goal #1A: <i>In 2013, at least 57% of students administered the FCAT 2.0 Science will achieve a level 3.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Lack of time dedicated to science instruction in elementary schedules | Focus on DQ3 – Practicing skills, strategies, and processes | Administration District Science Coordinator | Observing classroom instruction and activities for evidence of practicing of skills, strategies, and processes and revising knowledge | Observation checklist |
| | 55% (36) | 57% | Lack of resources | Revising knowledge Modifying the elementary schedule to provide for more time dedicated to science instruction | | | Formative assessments Science FCAT Results |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Science Goal #1B: N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | N/A | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|--|---|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. | | | 2A.1. Lack of professional development in science content/strategies | 2A.1. Focus on DQ4 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing Provide additional professional development activities to afford teachers the opportunities to increase science content knowledge and strategies for increasing complexity | 2A.1. PD Coordinator Science Leadership Team | 2A.1. Observing classroom instruction and activities for evidence of practicing of skills, strategies, and processes and revising knowledge | 2A.1. Observation checklist Formative Assessments Science FCAT results |
| <u>Science Goal #2A:</u> <i>In 2013, at least 23% of students administered the Science FCAT will achieve proficiency level 4 or 5.</i> | <u>2012 Current Level of Performance:*</u> 20% (13) | <u>2013Expected Level of Performance:*</u> 23% | | | | | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| <u>Science Goal #2B:</u> N/A | <u>2012 Current Level of Performance:*</u> N/A | <u>2013Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

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

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

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

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

| Biology 1 EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|--------------------------------------|---|--|---|---|-----------------------------|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 or above in Biology 1. | | | 1.1. Veteran teacher, teaching the subject for the first time. | 1.1. Professional development through instructor taking university biology courses. | 1.1. Biology instructor | 1.1. | 1.1. Biology EOC results |
| Biology 1 Goal #1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>100% of students taking the Biology EOC in 2012-2013 will be proficient.</i> | 100% | 100% | | | | | |
| | 1.2. *design structures for group and individual accountability * provide clear roles and responsibilities for all group members. | | 1.2. Administration | 1.2. Administration | 1.2. *scoring scales or checklists to ensure similar standards for each member of the group. *students engage in a formal self-evaluation process using their final product or performances, and peer or teacher feed-back. | 1.2. Biology EOC results | 1.2. |
| | 1.3. Use problem-solving tasks to teach students how to set goal, identify obstacles, find solutions, predict which solution is most likely to work, test their prediction. | | 1.3. Administration | 1.3. Administration | 1.3. *students will examine the results *reflect on the process | 1.3. Biology EOC results | 1.3. |

End of Biology 1 EOC Goals

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

Science Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| DQ 2 – DQ 4 | All | LSI | School-wide | Early Release | FCAT & EOC | Administration PD Coordinator |
| | | | | | | |
| | | | | | | |

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 |
| DI | RtI | Hend18 | |
| | | | |
| | | | Subtotal:1,000 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| DQ2-DQ4 | LSI – Marzano Framework | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total:1,000 |

End of Science Goals

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

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

Writing Goals

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

| Writing Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|-------------------------------------|--|--|---|---|---|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. | | | 1A.1. Newly adopted changes in how writing papers will be scored. | 1A.1. Send 4 th and 8 th grade Lead Teach to State training for LEA Supervisors. | 1A.1. Administration | 1A.1. Small group peer assessment of writing papers. | 1A.1 FCAT Writes 2013 Quarterly school-wide writing prompts. |
| Writing Goal #1A: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| 100% of students will score 4 or higher on FCAT Writes | 99% (182) | 100% (183) | | | | | |
| | | | 1A.2. | 1A.2. | 1A.2. | 1A.2. | 1A.2. |
| | | | 1A.3. | 1A.3. | 1A.3. | 1A.3. | 1A.3. |
| 1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Writing Goal #1B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Enter narrative for the goal in this box.</i> | N/A | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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

Writing Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|--|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| State Training | 4 th – 8 th Grade Teachers | State Trainers | 4 th and 8 th grade teachers | Selected Dates | Quarterly Writing Prompts | Administration |
| | | | | | | |
| | | | | | | |

Writing Budget (Insert rows as needed)

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

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

| | |
|--|---------------|
| | Total: |
|--|---------------|

End of Writing Goals

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

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

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

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

Attendance Goal(s)

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

| Attendance Goal(s) | | | Problem-solving Process to Increase Attendance | | | | |
|--|---|---|---|----------|---|---|-----------------|
| Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Attendance | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Attendance Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Attendance Rate:* <i>Enter numerical data for current attendance rate in this box.</i> | 2013 Expected Attendance Rate:* <i>Enter numerical data for expected attendance rate in this box.</i> | | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) <i>Enter numerical data for current number of absences in this box</i> | 2013 Expected Number of Students with Excessive Absences (10 or more) <i>Enter numerical data for expected number of absences in this box.</i> | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) <i>Enter numerical data for current number of students tardy in this box.</i> | 2013 Expected Number of Students with Excessive Tardies (10 or more) <i>Enter numerical data for expected number of students tardy in this box.</i> | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

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

Attendance Professional Development

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

Attendance 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 Attendance Goals

**August 2012
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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. | 1.1. | 1.1. | 1.1. | 1.1. |
| Suspension Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Total Number of In-School Suspensions <i>Enter numerical data for current number of in-school suspensions</i> | 2013 Expected Number of In-School Suspensions <i>Enter numerical data for expected number of in-school suspensions</i> | | | | |
| | 2012 Total Number of Students Suspended In-School <i>Enter numerical data for current number of students suspended in-school</i> | 2013 Expected Number of Students Suspended In-School <i>Enter numerical data for expected number of students suspended in-school</i> | | | | |
| | 2012 Total Number of Out-of-School Suspensions <i>Enter numerical data for current number of students suspended out-of-school</i> | 2013 Expected Number of Out-of-School Suspensions <i>Enter numerical data for expected number of students suspended out-of-school</i> | | | | |
| | 2012 Total Number of Students Suspended Out-of-School <i>Enter numerical data for current number of students suspended out-of-school</i> | 2013 Expected Number of Students Suspended Out-of-School <i>Enter numerical data for expected number of students suspended out-of-school</i> | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. |
| | | | | | | |
| | | | | | | |

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

| Dropout Prevention Goal(s) | | | Problem-solving Process to Dropout Prevention | | | | |
|--|--------------------------------|---|---|----------|---|---|-----------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Dropout Prevention | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | 2012 Current Dropout Rate:* | 2013 Expected Dropout Rate:* | | | | | |
| | 0% | <i>Enter numerical data for expected dropout rate in this box.</i> | | | | | |
| | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* | | | | | |
| | 100% | <i>Enter numerical data for expected graduation rate in this box.</i> | | | | | |
| | | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

| Parent Involvement Goal(s) | | | Problem-solving Process to Parent Involvement | | | | |
|--|--|---|---|----------|---|---|-----------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Parent Involvement | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Parent Involvement Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | 2012 Current Level of Parent Involvement:* 11% (97) | 2013 Expected Level of Parent Involvement:* <i>Enter numerical data for expected level of parent involvement in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Parent Involvement Professional Development

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

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

End of Parent Involvement Goal(s)

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

| STEM Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|--|---|---|---|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| STEM Goal #1: <i>Increase student involvement in research and competitions</i> | 1.1. Scheduling conflicts | 1.1. Establishment of STEM club Research symposium for high school students Encourage eligible students to participate in Research Experiences for Undergraduates (REUs) | 1.1. District Science Coordinator | 1.1. Survey student participants before and after activities | 1.1. Enrollment Lists Records of student participation hours |
| | 1.2. Limited resources | 1.2. Develop partnerships with local businesses | 1.2. District Science Coordinator | 1.2. Analysis of number of sponsors and total amount of donations in relation to necessary resources | 1.2. Budget/record of donations |
| | 1.3. Challenges in communication between district personnel and university faculty | 1.3. Reverse STEM Fair | 1.3. District Science Coordinator | 1.3. Observation of Reverse STEM Fair | 1.3. Participant surveys |

STEM Professional Development

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

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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

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Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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Final Budget (Insert rows as needed)

| | |
|--|---------------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total:7,000 |
| CELLA Budget | Total: |
| Mathematics Budget | Total:5,000 |
| Science Budget | Total:1,000 |
| Writing Budget | Total: |
| Civics Budget | Total: |
| U.S. History Budget | Total: |
| Attendance Budget | Total: |
| Suspension Budget | Total: |
| Dropout Prevention Budget | Total: |
| Parent Involvement Budget | Total: |
| STEM Budget | Total: |
| CTE Budget | Total: |
| Additional Goals | Total: |
| | Grand Total:13,000 |

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

| |
|---|
| Describe the activities of the SAC for the upcoming school year. |
| The School Advisory will continue to monitor the school budget, approve state required policies, and will work toward increasing the effectiveness of parent involvement. |

| Describe the projected use of SAC funds. | Amount |
|--|----------|
| Supplemental Student Tutorials | 4,000.00 |
| | |
| | |