Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Explorer K-8	District Name: Hernando
Principal: John Stratton	Superintendent: Bryan Blavatt
SAC Chair: Dacey Mahoney	Date of School Board Approval: 11/6/12

Student Achievement Data:

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

Highly Effective Administrators

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	John Stratton	M.Ed. School Principal, Emotionally Handicapped	4	11	Explorer K-8 2011-2012 Principal, School Grade "C", 49% Meeting High Standards in Reading, 44% Meeting High Standards in Math, 71% Meeting High Standards in Writing, 35% Meeting High Standards in Science, 62% Making Learning Gains in Reading, 59% Making Learning Gains in Math, 69% Making Learning Gains in Reading Lowest 25%, 63% Making Learning Gains in Math Lowest 25%; Explorer K-8 2010-2011 Principal, School Grade "B", 67% Meeting High Standards in Reading, 66% Meeting High Standards in Math, 67% Meeting High Standards in Writing, 46% Meeting High Standards in Science, 58% Making Learning Gains in Reading, 67% Making Learning Gains in Math, 68% Making Learning Gains in Reading Lowest 25%, 71% Making Learning Gains in Math Lowest 25%, 77% AYP; Explorer K-8 2009-2010 Principal, School Grade "A", 76% Meeting High Standards in Reading, 69% Meeting High Standards in Math, 87% Meeting High Standards in Writing, 56% Meeting High Standards in Science, 66% Making Learning Gains in Reading, 63% Making Learning in Math, 61% Making Learning Gains in Reading Lowest 25%, 61% Making Learning Gains in Math Lowest 25%,79% AYP Central High School 2008-2009 Assistant Principal, School Grade "D", 41% Meeting High Standards in Reading, 77% Meeting High Standards in Math, 73% Meeting High Standards in Writing, 31% Meeting High Standards in Science, 43% Making Learning Gains in Reading, 77% Making Learning Gains in Math, 39% Making Learning Gains Reading Lowest 25%, 63% Making Learning Gains in Math Lowest 25%, 79% AYP Challenger K-8 2007-2008 Assistant Principal, School Grade "A", 89% Meeting High Standards in Reading, 88% Meeting High Standards in Math, 95% Meeting High Standards in Writing, 70% Meeting High Standards in Science, 72% Making Learning Gains in Reading, 78% Making Learning Gains in Math, 72% Making Learning Gains Reading Lowest 25%, 73% Making Learning Gains in Math Lowest 25%, 100% AYP

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

Assistant Principal	Laura Kane	M.Ed. Educational Leadership K-12, B.S.W. Social Work, School Social Worker, English 6-12	3	6	Explorer K-8 2011-2012 Assistant Principal, School Grade "C", 49% Meeting High Standards in Reading, 44% Meeting High Standards in Math, 71% Meeting High Standards in Writing, 35% Meeting High Standards in Science, 62% Making Learning Gains in Reading, 59% Making Learning Gains in Math, 69% Making Learning Gains in Reading Lowest 25%, 63% Making Learning Gains in Math Lowest 25%; Explorer K-8 2010-2011 Assistant Principal, School Grade "B", 67% Meeting High Standards in Reading, 66% Meeting High Standards in Math, 67% Meeting High Standards in Writing, 46% Meeting High Standards in Science, 58% Making Learning Gains in Reading, 67% Making Learning Gains in Math, 68% Making Learning Gains in Reading Lowest 25%, 71% Making Learning Gains in Math Lowest 25%, 77% AYP; Central High School 2009-2010 Assistant Principal, 44% Meeting High Standards in Reading, 82% Meeting High Standards in Math, 84% Meeting High Standards in Writing, 41% Meeting High Standards in Science, 50% Making Learning Gains in Reading, 81% Making Learning Gains in Math, 45% Making Learning Gains in Reading Lowest 25%, 78% Making Learning Gains in Math Lowest 25%, 82% AYP Central High School 2008-2009 Assistant Principal, School Grade "D", 41% Meeting High Standards in Reading, 77% Meeting High Standards in Math, 73% Meeting High Standards in Writing, 31% Meeting High Standards in Science, 43% Making Learning Gains in Reading, 77% Making Learning Gains in Math, 39% Making Learning Gains in Reading Lowest 25%, 63% Making Learning Gains in Math Lowest 25%, 79% AYP Central High School 2007-2008 Assistant Principal, School Grade "D", 46% Meeting High Standards in Reading, 72% Meeting High Standards in Math, 81% Meeting High Standards in Writing, 35% Meeting High Standards in Science, 53% Making Learning Gains in Reading, 74% Making Learning Gains in Math, 42% Making Learning Gains in Reading Lowest 25%, 63% Making Learning Gains in Math Lowest 25%, 67% AYP

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

| Assistant Principal | Lillian DiTucci | Educational Specialist Educational Leadership, M.Ed. Early Childhood Education, B.S. Elementary Education, ESOL Endorsement | 3 | 8 | Explorer K-8 2011-2012 Assistant Principal, School Grade "C", 49% Meeting High Standards in Reading, 44% Meeting High Standards in Math, 71% Meeting High Standards in Writing, 35% Meeting High Standards in Science, 62% Making Learning Gains in Reading, 59% Making Learning Gains in Math, 69% Making Learning Gains in Reading Lowest 25%, 63% Making Learning Gains in Math Lowest 25%; Explorer K-8 2010-2011 Assistant Principal, School Grade "B", 67% Meeting High Standards in Reading, 66% Meeting High Standards in Math, 67% Meeting High Standards in Writing, 46% Meeting High Standards in Science, 58% Making Learning Gains in Reading, 67% Making Learning Gains in Math, 68% Making Learning Gains in Reading Lowest 25%, 71% Making Learning Gains in Math Lowest 25%, 77% AYP; Westside Elementary 2009-2010 Assistant Principal, School Grade "B", 78% Meeting High Standards in Reading, 79% Meeting High Standards in Math, 79% Meeting High Standards in Writing, 53% Meeting High Standards in Science, 62% Making Learning Gains in Reading, 61% Making Learning Gains in Math, 52% Making Learning Gains in Reading Lowest 25%, 57% Making Learning Gains in Math Lowest 25%, 97% AYP
Westside Elementary 2008-2009 Assistant Principal, School Grade "A", 79% Meeting High Standards in Reading, 77% Meeting High Standards in Math, 77% Meeting High Standards in Writing, 50% Meeting High Standards in Science, 65% Making Learning Gains in Reading, 69% Making Learning Gains in Math, 64% Making Learning Gains in Reading Lowest 25%, 71% Making Learning Gains in Math Lowest 25%, 92% AYP
Westside Elementary 2007-2008 Assistant Principal, School Grade "B", 76% Meeting High Standards in Reading, 68% Meeting High Standards in Math, 71% Meeting High Standards in Writing, 43% Meeting High Standards in Science, 62% Making Learning Gains in Reading, 64% Making Learning Gains in Math, 66% Making Learning Gains in Reading Lowest 25%, 67% Making Learning Gains in Math Lowest 25%, 92% AYP |

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

Assistant Principal	Bob Beach	M.Ed. Educational Leadership, Exceptional Student Education, Health K-12, Physical Education K-12	3	2	Explorer K-8 2011-2012 Assistant Principal, School Grade "C", 49% Meeting High Standards in Reading, 44% Meeting High Standards in Math, 71% Meeting High Standards in Writing, 35% Meeting High Standards in Science, 62% Making Learning Gains in Reading, 59% Making Learning Gains in Math, 69% Making Learning Gains in Reading Lowest 25%, 63% Making Learning Gains in Math Lowest 25%; Explorer K-8 2010-2011 Assistant Principal, School Grade "B", 67% Meeting High Standards in Reading, 66% Meeting High Standards in Math, 67% Meeting High Standards in Writing, 46% Meeting High Standards in Science, 58% Making Learning Gains in Reading, 67% Making Learning Gains in Math, 68% Making Learning Gains in Reading Lowest 25%, 71% Making Learning Gains in Math Lowest 25%, 77% AYP; Explorer K-8 2009-2010 Teacher on Administrative Assignment, School Grade "A", 76% Meeting High Standards in Reading, 69% Meeting High Standards in Math, 87% Meeting High Standards in Writing, 56% Meeting High Standards in Science, 66% Making Learning Gains in Reading, 63% Making Learning in Math, 61% Making Learning Gains in Reading Lowest 25%, 61% Making Learning Gains Math Lowest 25%,79% AYP

Highly Effective Instructional Coaches

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

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

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

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

Explorer K8 views orientation and mentoring as components in an Induction Program of training, support and retention of new teachers over a three year period. The goal is to reduce new teacher's transition into teaching, improve teacher effectiveness, retain more highly qualified teachers and most of all improve student learning and achievement. The mentees meet with their mentors twice monthly. They also meet with Equix Ramos , Lead Mentor and Lillian DiTucci, Assistant Principal, monthly (August through May) for a book study. The books incorporated into the Induction Program are:
    Survival Guide for the Florida Teacher by Barbara A. and Kenneth T. Murray
    The First Days of School – How to be an Effective Teacher by Harry K. and Rosemary Wong
    Teacher Leadership that Strengthens Professional Practice by Charlotte Danielson
    Enhancing Professional Practice – A Framework for Teaching by Charlotte Danielson
    Understanding Common Core State Standards by John S. Kendell
    The Core Six: Essential Strategies for Achieving Excellence with The Common Core by Harvey F. Silver, Matthew J. Perini and R. Thomas Dewing
One book is used at a time and the mentees share insights, ask questions and promote conversation between colleagues to apply new ideas in their classrooms and improve existing skills.
An induction program is an investment for the school. Teachers who participate (inducted teachers) are well-trained and well-trained teachers affect the achievement of students and are able to meet the demands of teaching in this century.
	Lillian DiTucci	Ongoing throughout the school year.	

Regular team meetings to plan, provide support, and to discuss grade level curriculum, academic assessment data and behavior data.	Team Leaders	Ongoing throughout the school year--weekly	

Use of outside resources to identify and recruit for open positions.	Hiring administrator	Ongoing/as needed	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Amy Ranger	ESE, S.S., Reading and Middle Grades Integrated	Reading 6-8	ESOL (Out of Field), Teacher will take ESOL courses.
Tanya Forrester	Elementary Ed (K-6), Mentally Handicapped (K-12)	Self-contained classroom with IND students	ESOL (Out of Field), Teacher will take ESOL courses.
Sonya McAfee	Elementary Ed (K-6), English (6-12), ESE (K-12)	5th grade	ESOL (Out of Field), Teacher will take ESOL courses.
Bonnie White	Primary Education (Pre-K-3)	1st Grade	ESOL (Out of Field), Teacher will take ESOL courses.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
123	8.1% (1)	35.77% (44)	35.77% (44)	23.58% (29)	21.14% (26)	27.64% (34)	9.76% (12)	4.07% (5)	31.71% (39)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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

Jocelyn Fischer	Rachel Oleson, Teacher in need of assistance	Reading Resource Teacher with 7th Grade Teacher – content area	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee
Tina Deets	Jessica Hill, New teacher/grade level	5th Grade with 4th Grade Teacher – grade level expectations	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee
Rebecca Honey-Baroudi	Lizbeth Graff, New teacher	K Teacher with Pre-K Teacher	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee

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

Caprice Kamin	Katherine Cubillo, New teacher/grade level	2nd Grade Teacher with 3rd Grade Teacher—grade level expectations	Same as above Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee
Leslie Pointer	Nina Herrera, New teacher	4th Grade Teachers	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee
Jillian Strat	Kaitlyn Boston, New teacher	1st Grade Teacher with Middle School Teacher – Orientation to school	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee

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

Roxanne Witt	Shannon Walker, In need of assistance/1st 3 years	Reading /LA Dept. Chair with Middle School Language Arts Teacher	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee
Jeannine Rotella	Kathleen Gillis, In need of assistance/1st 3 years	2nd Grade Teacher with ESE Self-Contained Teacher – Organizational Skills	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee Organizational skills
Marilyn Pazanese	Samantha Mercurio, In need of assistance/ 1st 3 years	4th Grade Teacher with Middle School Math Teacher –Organizational Skills	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee Organizational Skills

Dacey Mahoney	Mark Barnett, In need of assistance/1st 3 years	5th Grade Math Teacher with Middle School Intensive Math Teacher – Teaching Strategies	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee Cooperative learning strategies
Equix Ramos	Kenneth Penn, New to school/1st 3 years	Middle School Science Chair with Middle Science Teacher	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee Cooperative learning strategies
Karen Federico	Theresa Chenail, New teacher	Middle school music teacher with elementary school music teacher—subject	Modeling Coaching Classroom Environment & Management Feedback/Debriefing PLC's/Trainings Learning Focused Strategies and Essential Questions Visit model rooms Needs of the Mentee Cooperative learning strategies

<u>Additional Requirements</u>

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

*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 Explorer K-8 will use its 2012-2013 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Effective Use of Formative Assessment Data to Differentiate & Drive Instruction, Learning Focused Strategies, and PS/RtI. Select Explorer K-8 teachers will also participate in district-wide Title II-funded professional development programs involving Next Generation Content Area Reading Professional Development, Creating Independence through Student-Owned Strategies (CRISS), and Charlotte Danielson's Framework for Effective Teaching & Learning. All Title II-funded professional development programs at Explorer K-8 were planned to support the district's strategic plan; 2012-13 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan.
Title III The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model and/or Sheltered Inclusion Language Arts instructional model with comprehensible instruction being provided by the ESOL teacher and/or Developmental Language Arts Through ESOL teacher. All other core academic instructional services will be provided to ELLs by the content area teacher/ESOL teacher and supported by the ESOL paraprofessional. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead teacher/ESOL contact according to the State and School Board approved District ELL Plan.
Title X- Homeless
Supplemental Academic Instruction (SAI)

Violence Prevention Programs District Student Services Deptartment staff and Explorer K-8 guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Explorer K-8 staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-13.
Nutrition Programs As part of the district's Food & Nutrition Department Explorer K-8 cafeteria staff provide balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Explorer K-8 cafeteria staff provide free and/or reduced-price lunches for Explorer K-8 students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program.
Housing Programs
Head Start
Adult Education The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all five high schools. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS Leadership Team.

Mr. Stratton—Principal

Mr. Beach—Assistant Principal – Grades 7-8

Mrs. DiTucci—Assistant Principal –Grades 4-6

Mrs. Kane—Assistant Principal – Grades Pre-K – 3

Carmela Sardogan—Guidance Department Chair/ Counselor for grades Pre-K-3

Kerry Thornton—Guidance Counselor for grades 4-6

Donna Baker—Guidance Counselor for grades 7-8

Caryn Ingle—School Psychologist

Tammy Ashurst—School Behavior Specialist

Debora Dalton—School-based Math Instructional Specialist

Jocelyn Fischer—School-based Reading/Writing Instructional Specialist

Shannon Hess—ESE Elementary school status and progress

Al Blancas—ELL Lead Teacher

John Schlicher—School Social Worker

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

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Principal & Assistant Principals: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/RtI, conduct assessment of MTSS/RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities. The Principal meets monthly (first Tuesday) with each team (elementary) and department (middle) for data chats using the on-going progress monitoring data: FCAT (beginning of the year), FAIR, and Performance Matters. The Principal addresses school-wide and grade level data to identify and address trends. The Assistant Principals meet with teams (elementary) and departments (middle) monthly (third Tuesday) for data chats using FAIR, Performance Matters, and FCIM data. The Assistant Principals address grade level, classroom, and individual student data. Teachers bring individual student data to meetings with Assistant Principals to develop and monitor Tier II interventions. Tier II intervention data is shared with the School Psychologist, grade level Guidance Counselor, Reading and Writing, and Math Instructional Support Specialists, and Behavior Specialist (as needed) for assistance in development of intervention plans; support for intervention fidelity, and documentation. The school-based Reading and Writing, and Math Instructional Support Specialists attend meetings as needed and participate in the collection, interpretation, and analysis of data; facilitate the development and implementation of intervention plans; provide support for intervention fidelity and documentation; assist in professional development and technical assistance for problem –solving activities as related to intervention planning and program evaluation. The school-based Behavior Specialist provides assistance with implementation and monitoring of school-wide Positive Behavioral Supports, as well as providing intervention and documentation strategies for teachers. The School Psychologist attends individual student meetings and participates in: the collection, interpretation, and analysis of data; facilitation and monitoring of intervention plans; provision of support for intervention fidelity and documentation; provision of professional development and technical assistance for problem-solving activities. The School Social Worker participates in individual student meetings where attendance has been identified as a barrier to success. The Social Worker, School Psychologist, and Behavior Specialists monitor progress on attendance and suspension goals.

Exceptional Student Education (ESE) Department Chairs: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co - teaching.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The SBLT is directly involved in writing the SIP and in progress monitoring the implementation of the SIP throughout the school year. The SIP is developed following the steps of problem identification (SIP baseline data and goal setting), problem analysis (identifying potential barriers and using data to confirm if they are correctly identified),instruction/intervention development (identifying strategies matched to the barriers), checking the fidelity of instruction/intervention implementation (person or position responsible for monitoring), and evaluating Response to Instruction/Intervention (identifying the process used to determine effectiveness of the strategy and evaluation tool). When the SBLT meets to analyze progress monitoring data, the steps of problem solving are used to make changes or adjustments to the SIP as needed.

MTSS Implementation

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

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.

		Tier I		Tier II		Tier III	
Reading		FAIR Broad Screen	FAIR Broad Screen	FAIR OPM Measures			
		PMRN, TERMS		FAIR TDI		Voyager RCT	
		Class Grades		Voyager RB & RCT	Excel		
		FCIM		FCIM		PMRN, TERMS	
		Excel Spreadsheets	Excel Spreadsheets	Common Assessments			
		FCAT		Common Assessments			
		Common Assessments	PMRN, TERMS				
		Treasures (elementary)		Compass Odyssey			
				Triumphs (elementary)		Triumphs (elementary)	
Math		District Assessments	Performance Matters	Performance Matters Assessment			
		Performance Matters	Assessment		TERMS		
		Common Assessments	Compass Odyssey	Class Grades			
		Class Grades		TERMS		FCIM	

		FCAT, EOC		FCIM		Excel Spreadsheets	
		TERMS		Excel Spreadsheets			
		FCIM		Class Grades			
Science		District-Created		FCIM		FCIM	
		Assessments		Excel Spreadsheets	Excel Spreadsheets		
		Science Grades		Compass		Compass	
		FCAT		Performance Matters	Performance Matters		
		FCIM		Class Grades		Class Grades	
		Excel Spreadsheets					
		Performance Matters					
Writing		DWAP		DWAP		Performance Matters	
		Performance Matters	Monthly Writing	OPM Writing Prompts			
		Class Grades		Prompts			
Behavior		School-wide PBS		RtI: B system		RtI: B system	
		RtI: B system		FBA/BIP Data		FBA/BIP Data	
		Office Discipline					

		Referrals					
		Attendance Rates: TERMS					
		Tardy Rates: TERMS					
		ISS and OSS data: TERMS					

Describe the plan to train staff on MTSS.
School-Based Leadership Team members have received training on MTSS from district personnel. Designees from the SBLT will train staff on MTSS concepts and procedures during team meetings throughout the school year. The school's multi-tiered resource maps will be shared with staff and required documentation of tiered supports will be addressed at team meetings on a monthly basis. The school psychologist will be available to grade-level teams and individual staff members for training and coaching.
Describe plan to support MTSS.
In order to assure that the designated tenets of the school MTSS plan are carried out, Carmela Sardogan (Guidance Department Chair) will consult with members of the SBLT on the first Friday of the month (e.g.) through email to make certain that individuals are experiencing no barriers in their efforts to carry out their assigned responsibilities. Additionally, the School Psychologist will serve as an MTSS coach for the school on a weekly basis. An external district MTSS coach will assist school leadership with MTSS infrastructure and guidance in problem solving on a quarterly basis via participation in District Instructional Support Team visits and follow up support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT). John Stratton, Principal Jocelyn Fischer, Reading/Writing Resource Teacher Jennifer Leonard, Kindergarten Bethany Seitz, First Grade Donny Weed, Second Grade Jessica Woods, Second Grade Marjorie Montgomery, Third Grade Jessica Hill, Fourth Grade Tammy Wethington, Fourth Grade Tina Deets, Fifth Grade Loretta Darmstadt, Sixth Grade Rachel Oleson, Seventh & Eighth Grade Joann Yarin, Media Specialist Carmela Sardogan, Guidance Dept. Roxanne Witt, Middle School Language Arts Lead and Assessment Teacher Shannon Hess, ESE Thomas Todd, Social Studies Dept. Chair Laura Kane, Assistant Principal Lillian DiTucci, Assistant Principal Bob Beach, Assistant Principal
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Explorer K-8 Literacy Leadership Team will meet monthly to review relevant data such as, but not limited to Lexile scores, FAIR assessments, placement tests, writing assessments and fluency scores to determine literacy goals for the school. The LLT will analyze the data to determine creative and motivational ways to increase the literacy levels of each learner. The LLT members will represent their grade level teams or departments and will communicate recommendations for professional development and PLC topics as they relate to literacy and the student needs. The LLT will organize and implement approved literacy activities as a means to motivate and reward students, to include Literacy Week celebrations, Reading Counts Awards, monthly Library Night activities, Book Clubs, reading buddies, Principal's Fry list Challenge, Principals Writing Challenge Writer's Tea Parties, "Word of the Week" activities, Summer Reading Programs, and most improved Reader and Writer recognition. The LLT will review the latest reading research and published articles to determine implementation at the school level to positively affect literacy outcomes. The Principal facilitates the LLT.
What will be the major initiatives of the LLT this year? The major initiatives of the Literacy Leadership Team this year will be 1) a study of Common Core Standards and their current or eventual integration levels, 2) sharing successes and best practices of Learning Focused Strategies to support increased learning levels in literacy across campus, 3) brainstorming and communicating best practices in Writing and Reading to grade level teams and departments. 4) Encourage increased levels of participation and enjoyment of all students in literacy activities.

Public School Choice

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

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

Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413 (b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The primary focus will be for all middle grade students to read to learn and for all middle grade teachers to make reading strategies a priority in all areas. Hernando County's reading coaches will train content area teachers 6-8 in Next Generation Content Area Reading Professional Development (NGCAR-PD). This professional development will incorporate reading strategies that the teachers will use in their classrooms to improve student performance. Explorer's Reading Resource Teacher and District Reading Coaches will conduct trainings to assist teachers in using FAIR data to correctly assess student's individual needs (to drive their instruction), in developing lessons which incorporate higher order thinking skills, and in perfecting their questioning skills. The Florida Continuous Improvement Model (FCIM) will be followed with fidelity throughout grades 6-8. FCIM focus calendars will be created based on reading data and FCIM focus lessons will be taught targeting the reading benchmarks that are areas of weakness according to ongoing reading data analysis. FCIM mini-assessments will be used to assess the mastery of each reading benchmark. The assessment data will be analyzed every two weeks to determine students in need of remediation and enrichment. Explorer's reading resource teacher will work closely with content area and elective teachers to build text sets to supplement the curriculum. The teachers will use leveled texts to help students progress to more complex reading materials. The focus will be for the leveled texts to provide students with needed independent reading practice and motivate students to become engaged in the reading process. Guided instruction in comprehension strategies will be modeled before, during, and after reading and will include previewing, self questioning, making connections, visualizing, monitoring, and evaluating. Middle School teachers will target FCAT level 3's, 4's and 5's with enrichment and project based learning activities, as well as encouraging student participation in book clubs, and other motivational literacy activities. Grade level teams will meet regularly to discuss and analyze reading data to determine strategies that will target areas of weakness. The reading department, 6-8, will meet on a regular basis to discuss reading strategies and ensure that reading is an integral part of all aspects of the curriculum by reviewing lesson plans and walkthrough data. Grade level teams (elementary) and Departments (middle school) will conduct lesson studies using the Learning Focused Strategies

model through regularly scheduled meetings (bi-monthly) and trainings.

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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					

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

	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.Students have not been encouraged to embrace a love of reading.	1A.1.Add more "read- aloud" and independent reading opportunities using engaging and high interest literature.	1A.1.Classroom teacher	1A.1.High interest books chosen weekly in classrooms to highlight and notated in lesson plans as read-aloud or high interest literature	1A.1. Scholastic Reading Assessment and Interest Inventories, as well as increased Reading Counts Points for the school.		
Reading Goal #1a: 34% (373/1096) of the students in grades 3-8 will achieve proficiency (Level 3) on the 2013 FCAT Reading Assessment, an increase of 7 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27% (289/1096)	34%(373/1096)					
		1A.2.Students are not taught their grade level standards to mastery level.	1A.2. Develop higher order questions for daily lessons and weekly assessments through the development of Student Learning Maps and Knowledge, Understanding and Do Charts using Learning Focused Strategies.	1A.2.Classroom teacher and Grade level administrator.	1A.2.After receiving 2 trainings from the Learning Focused Strategies Team, teachers will begin incorporating Student Learning Maps as a daily strategy to focus student learning toward mastery of standard.	1A.2. Observations, walkthrough checklists, lesson plans, student learning maps.	

		1A.3.Students are not being supported with the lesson practice that should occur at home.	1A.3. Workshops to encourage/educate parents in best practices for home support of school instruction	1A.3. Grade level team leaders and classroom teachers.	1A.3. Grade level meeting each 9 weeks to examine homework completion and success data.	1A.3. Homework grades in Edline
		1A. 4. Students need additional instructional time.	1A. 4. A before school tutoring program will be established to help students target specific skill deficits.	1A. 4. Administration, Reading/ Writing Instructional Support Specialist, Teachers	1A. 4. On-going progress monitoring of students in the program.	1A. 4. Progress Monitoring Data, FAIR, FCAT
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1 b. 1. Instructors are not aware of available resources or the utilization of such.	1 b. 1.Utilizing the instructional specialists for resources and availability for mentoring.	1.b 1Teachers, Instruction Specialists	1b.1. ESE team meetings to share resources and best practices	1b.1. Observations, walkthrough checklists, lesson plans	
Reading Goal #1b: 42% (10/29) of the students in grades 3-8 will achieve proficiency (Level 4, 5, or 6) on the 2013 Florida Alternate Assessment in Reading, an increase of 7 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	35% (10/29)	42% (12/29)				

		1b.2. Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	1b.2. Utilizing the instructional specialists for resources and availability for mentoring/modeling in the classrooms.	1b.2. Teachers, Instruction Specialists	1b.2. ESE team meetings to share resources and best practices. Examine lesson plans and data from walkthroughs.	1b.2. Observations, walkthrough checklists, lesson plans	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2A.1.Students are not prepared to use critical thinking skills to analyze test questions.	2A.1.Develop more challenging questioning techniques in daily instruction and weekly assessments	2A.1.Classroom teacher	2A.1. Weekly administration of FCIM assessments written to address higher order thinking.	2A.1.FCIM assessments		
Reading Goal #2a: 31% (252/1096) of the students in grades 3-8 will achieve above proficiency (Level 4 or 5) on the 2013 FCAT Reading Assessment, an increase of 8 percentage points from 2012. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	23%(252/1096)	*31% (340/1096)*					

		2A.2.Students do not have a rich vocabulary.	2A.2.Speak an academic language across campus. Provide vocabulary rich experiences such as labs, excursions, labeling items in classrooms, and writing projects.	2A.2.Classroom teacher	2A.2.Small group instruction with vocabulary focus to enrich which includes writing component.	2A.2.FAIR and writing journals
		2A.3.Students are not enriched once the skill has been mastered	2A.3.Develop short enrichment activities to encourage more of the class to reach mastery.	2A.3.Classroom teacher	2A.3. Small group instruction	2A.3.FAIR and writing journals
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b. 1. Instructors are not aware of available resources or the utilization of such.	2b. 1.Utilizing the instructional specialists for resources and availability for mentoring.	2b. 1Teachers, Instruction Specialists	2b.1. ESE team meetings to share resources and best practices	2b.1. Observations, walkthrough checklists, lesson plans	
Reading Goal #2b: 23% (7/29) of the students in grades 3-8 will achieve above proficiency (Level 7 or above) on the 2013 Florida Alternate Assessment in Reading, an increase of 9percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	_14% (4/29)_	_23% (7/29)_				

		2b.2. Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	2b.2. Utilizing the instructional specialists for resources and availability for mentoring/modeling in the classrooms.	2b.2. Teachers, Instruction Specialists	2b.2. ESE team meetings to share resources and best practices. Examine lesson plans and data from walkthroughs.	2b.2. Observations, walkthrough checklists, lesson plans	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: **Percentage of students making Learning Gains in reading.**	3A.1.Students struggle to decode words which keep them from comprehending complex text.	3A.1.Teachers will be instructed in and provided with remedial materials.	3A.1.Classroom teachers, RtI support teams.	3A.1.Teachers use deficit checklist and fluency passages which indicate weekly progress	3A.1. Checklist, Lexile Scores within SRI, fluency scores.		
Reading Goal #3a: 64% (577/904) of the students in grades 3-8 will make learning gains on the 2013 FCAT Reading Assessment, an increase of 4 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	60% (535/904)	*64% (577/904)*				
		3A.2.Students who have achieved mastery are not stretched to think beyond the lesson into life application.	3A.2.Teachers will seek out and share successful enrichment projects with grade level teams.	3A.2.Classroom teachers, grade level teams.	3A.2. Share drive within grade levels for enrichment activities to be placed with an opportunity to share in grade level meetings.	3A.2. FAIR, FCAT Explorer, and FOCUS assessments.
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	3b.1. Core instruction does not always include on-going progress monitoring.	3b.1. On-going progress monitoring tools will be utilized by teachers in order to monitor learning gains made in reading throughout the year.	3b.1.ESE Team leader, classroom teachers, administration	3b.1.Progress monitoring assessments will be developed and collected.	3b.1.Progress Monitoring Data, FAA	

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

Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
55% (13/24) of the students in grades 3-8 will make learning gains on the 2013 Florida Alternative Assessment in Reading, an increase of 5 percentage points from 2012.							
	50% (12/24)	*55% (13/24)*					
		3b.2. Teachers need to recognize changing instruction when it's not working in a timely manner.	3b.2. Teachers need training in differentiating instruction, materials, ability grouping, alternate response format, use of equipment (smart boards, use of WEB 2.0 tools, ETC) to engage students at all levels.	3b.2. ESE Team Leader, Administration, Classroom Teachers, Reading/ Writing Instructional Support Specialist, Math Instructional Support Specialist.	3b.2. Lesson plans showing differentiated instruction will be developed. Classroom walkthroughs will be used to identify differentiated instruction in practice.	3b.2. Lesson Plans, Walkthrough data, Classroom Observations	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

4a. FCAT 2.0: **Percentage of students in Lowest 25% making learning gains in reading.**	4A.1. Teachers lack the understanding of specific reading deficits and how to remediate reading shortcomings.	4A.1. Teachers will be partnered with seasoned reading teachers to be mentored when questions arise.	4A.1. Grade level team leaders	4A.1. Teachers will be given the opportunity to discuss their concerns at grade level meetings and partnered with teachers who may be able to help.	4A.1. Grade level "level of comfort and success" questionnaire and exit ticket.		
Reading Goal #4a: 68% (160/236) of the students in the lowest quartile of grades 3-8 will make learning gains on the 2013 FCAT Reading Assessment, an increase of 4 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64% (150/236)	68% (160/236)					
		4A.2. Teachers experience a disconnect between grade levels as to expectations for grade level success.	4A.2. Vertical planning sessions for each grade level to discuss expectations for the grade level below and the grade level above.	4A.2. Grade level administrators	4A.2. Planning meetings scheduled each semester which allows for vertical planning.	4A.2. Meeting notes and exit ticket responses.	
		4A.3.Students are not experiencing instruction which encourages strong foundational skills.	4A.3.K-2 teachers will teach toward mastery using Common Core Standards with recommendations for RtI support.	4A.3.Classroom teachers	4A.3. Weekly data chats will be held for each grade level, with supports given from Reading, Writing and Math coaches and RtI support personnel	4A.3. Mastery checklists	

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

4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 50% (Level 3 and above)	54% (Level 3 and above)	58%	63%	67%	71%	75%
Reading Goal #5A: *Reading proficiency will increase by 25 percentage points over the next 6 years in order to cut the achievement gap by half by 2017.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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.Black: Hispanic: Students and parents feel a disconnect with the school because of cultural differences and barriers	5B.1. Parent nights that allow time for parents to chat casually with teachers and administrators.	5B.1. Administrators, classroom teachers, grade level team leaders	5B.1. Twice a year, parents will be invited in to interact with teachers and administrators. Teachers will have work samples and data available for parents to view. Communication lines will be kept open.	5B.1. After event parent surveys.	

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

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
59% (303) of our White students in grades 3-8 will achieve mastery on the 2013 Reading FCAT Assessment, an increase of 5 percentage points from 2012. 45% (31) of our Black students in grades 3-8 will achieve mastery on the 2013 Reading FCAT Assessment, an increase of 6percentage points from 2012. 42% (99) of our Hispanic population in grades 3-8 will achieve mastery on the 2013 Reading FCAT Assessment, an increase of 6 percentage points from 2012.						
	White: 46% Black: 61% Hispanic: 64% Asian: N/A American Indian: N/A	White: 41% Black: 55% Hispanic: 58% Asian: American Indian:				
		5B.2.White: Black: Hispanic: Lesson are not engaging .	5B.2.Employ a variety of learning strategies that engage students in active participation.	5B.2.Grade level administrators, Reading Coaches	5B.2. Using student learning maps and Learning Focused Strategy Lesson Planning strategies, plan on engaging students in a variety of learning activities throughout the lessons	5B.2. Observations.

	5B.3. Hispanic: Black: Lack of specific, targeted strategies to meet the needs of Hispanic students. White: Lack of accessing background knowledge and differentiated instructional strategies.	5B.3. Teachers will differentiate instruction and use specific strategies to assist Hispanic students – peer tutoring, accessing background knowledge, use of illustrations/ visuals, inquiry based instruction	5B.3. Literacy Leadership Team, Reading/Writing Resource teacher, Administration	5B.3. Review of Lesson Plans, Walkthroughs by Administration and Reading/ Writing Resource teacher, Teams will review FAIR/ Voyager/Corrective data to determine student progress in reading.	5B.3. FAIR assessment Voyager Benchmark tests Corrective Reading Mastery Tests	
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. Students are not being instructed using ELL strategies to foster language acquisition	5C.1. Teachers receive reminders of good ELL practices and strategies from ELL experts on staff.	5C.1.ELL Lead teacher	5C.1. Classrooms which contain concentrated populations of ELL students will be sent reminders of good ELL strategies, and resources to find others at least once every nine weeks.	5C.1.ELL team meeting data chats questionnaire	
Reading Goal #5C: 25% (15) of our ELL population in grades 3-8 will achieve mastery on the 2013 Reading FCAT Assessment, an increase of 8 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	2013 Expected Level of Performance:*	2012 Current Level of Performance:*				

	83% (49/59)	*75% (44/59)*				
		5C.2. Instructional materials are not being used with fidelity	5C.2. Teachers will be retrained in correct use of the ELL materials on campus for their use during instruction.	5C.2.ELL lead teacher	5C.2. Classroom which contain concentrated populations of ELL students will receive training during grade level planning on the ELL materials available and how to use them.	5C.2.Grade level data chat questionnaire
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students are not receiving a variety of instructional presentations for their varied learning styles	5D.1.Teachers will use more hands on learning, cooperative grouping, peer tutoring during instruction	5D.1.Grade level administrators	5D.1.Teachers will share best practices during grade level team meetings and monthly PLC's, and administrators will watch for these best practices during daily walk-throughs	5D.1.Administrator walk-through checklist.	
Reading Goal #5D: 21% (22) of our Students with Disabilities in grades 3-8 will achieve mastery on the 2013 Reading FCAT Assessment, an increase of 9 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	88% (93/106)	*79% (84/106)*				

		5D.2. Students need additional instructional time.	5D.2. A before school tutoring program will be established to help students target specific skill deficits.	5D.2. Administration, Reading/ Writing Instructional Support Specialist, Teachers	5D.2. On-going progress monitoring of students in the program.	5D.2. Progress Monitoring Data, FAIR, FCAT	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students do not have large vocabularies, and often struggle due to the amount of unfamiliar words that confront them.	5E.1.Provide vocabulary rich instruction, text rich classrooms, and multimedia texts to interpret	5E.1.Classroom teacher	5E.1.Teachers will include in lesson plans the extended list of for vocabulary for each lesson, and include the vocabulary in the displayed learning maps	5E.1. Lesson Plans and Student Learning Maps		
Reading Goal #5E: 48% (387) of our Economically Disadvantaged population in grades 3-8 will achieve mastery on the 2013 Reading FCAT Assessment, an increase of 5 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (463/807)	*52% (420/807)*					

		5E.2. Students are not instructed how to decipher the meaning of unfamiliar words and academic language	5E.2.An academic vocabulary and challenging words will be presented to students in all classrooms along with direct instruction on how to obtain meaning using context clues and base word analysis as well as other decoding techniques.	5E.2.Classroom teacher	5E.2.Teachers will notate the academic language that will be used during instruction in lesson plans, and directly plan strategies to help students decode unfamiliar words	5E.2.Lesson Plans	
		5E.3. Teachers are often unaware of the students who are economically disadvantaged.	5E.3. Teachers will be instructed on how to obtain the information in Performance Matters on which students are Economically Disadvantaged	5E.3.Assessment teacher	5E.3.In professional development, special instruction and notation will be given to the teachers in notating those on their class roster who are Economically Disadvantaged.	5E.3. Grade Level Data Chats	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K, 1	District Reading Coaches	Kindergarten and First Grade Teachers	9/25/2012	Walkthroughs, Lesson Plans, Observations	Reading Coaches, Admin, Reading/Writing Instructional Specialist

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

LFS Lessons	K, 1	District Reading Coaches	All Elementary Grades Middle School LA teachers	10/9/2012	Walkthroughs, Lesson Plans, Observations	Reading Coaches, Admin, Reading/Writing Instructional Specialist
NGCAR-PD	6-8	District Level Reading Coaches	Teachers 6-8 Content Area	Online, After School	Completion of NGCAR-PD	Principal
FAIR Instructional Implications	K-8	District Reading Coaches, Jocelyn Fischer (Reading Resource)	School-wide through team meetings organized by grade in elementary levels and by department at the middle school level	Team Meeting October 9th	RtI Team Meetings (Monthly)Grade Level PLC Meetings to monitor lesson plans for use of FAIR implementation techniques learned.	Literacy Leadership Team, K-3 AP, Reading/Writing Resource Teacher, Pre-K,3-6 AP, 7-8 AP
Learning Focused Strategies Training	K-8 Core Subject Teachers	LFS Trainers	K-8 Core Subject Teachers	8/13/12, 10/12/12	4 PLC meetings through the year with each team/dept. to develop Know/Understand/Do Charts, Learning Maps, and Lesson Plans, Walkthroughs, Lesson Plans, Observations	Principal, Assistant Principals, Instructional Specialists

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learning Focused Strategies	2 full day trainings focused on developing units based on curriculum and using the best acquisition strategies.	Title II	$8,513.00
Subtotal: $8,513.00			
Other			

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

Strategy	Description of Resources	Funding Source	Amount
Before School Tutoring Program	Grant	ESE Department Grant SAC funds	$9,300.00 $1,920.00
Subtotal: **$11,220.00**			
Total: **$19,733.00**			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1.Multiple listening and speaking opportunities are not provided for ELLs during mainstream English/ Language Arts classes, core classes, and supplemental extended day/ year programs to support accurate measures in gains	1.1. Additional one on one reading opportunities and practice including multiple listening and speaking opportunities will be provided during English/Language Arts and/or supplemental extended day/year programs.	1.1. Classroom teachers, ELL Paraprofessional	1.1. Review Lesson Plans, walkthroughs, observations, review FAIR data, FCIM data	1.1. CELLA, FAIR, Classroom grades, FCIM assessments	

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

CELLA Goal #1: By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 65% in the 2011-12 school year to 70%.	2012 Current Percent of Students Proficient in Listening/Speaking:				
	65% (46/71)				
		1.2. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs.	1.2. Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including listening and speaking and emphasize developing ELL's English language proficiencies.	1.2. Classroom teachers, ELL Paraprofessional, Extended year teachers	1.2. Review Lesson Plans, walkthroughs, observations, review FAIR data, FCIM data	1.2. CELLA, FAIR, Classroom grades, FCIM assessments
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

2. Students scoring proficient in Reading.	2.1. Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in reading for ELLs is needed.	2.1. Supplemental training will be conducted 2-3 times during the school year by experienced trainers for extended day/year teachers and paraprofessionals on how to use targeted instructional strategies and best practices in reading for ELLs.	2.1. ELL Lead Teacher, Classroom Teachers	2.1.Lesson Plan Review, Walkthroughs, Observations	2.1. Lesson Plans, Walkthrough data, Observation data, CELLA
<u>CELLA Goal #2:</u> By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 32% in the 2011-12 school year to 40% (District objective).	<u>2012 Current Percent of Students Proficient in Reading :</u>				
	32%(22/70)				
		2.2. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to reading is needed in supplemental extended day/year programs.	2.2. Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including reading, and emphasize developing ELL's English proficiencies	2.1. ELL Lead Teacher, Classroom Teachers	2.1.Lesson Plan Review, Walkthroughs, Observations	2.1. Lesson Plans, Walkthrough data, Observation data, CELLA
		2.3	2.3	2.3	2.3	2.3

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

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in Writing.	2.1. Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	2.1. Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.	2.1. ELL Lead Teacher, Classroom Teachers	2.1. Lesson Plan Review, Walkthroughs, Observations	2.1. Lesson Plans, Walkthrough data, Observation data, CELLA	
<u>CELLA Goal #3:</u> By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 30% in the 2011-12 school year to 40% (District Objective).	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	30% (22/75)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-based funded			

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

activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Pearson Longman ELT, *Longman Keystone (Levels D-F)*, Anna Uhl Chamot, John De Mado, Sharroky Hollie, 2010/ 1- 2009-2010 ESOL 9-12 Instructional materials adoption	Materials Adoption		
Santillana USA Publishing Co., Inc., *Santillana Intensive English K-8*, Linda Ventriglia, 2005/second Santillana USA Publishing Co. Inc., Spotlight on English K-6, 2008/1ˢᵗ edition, Levels K-6 Santillana USA Publishing Co. Inc., Camp Can Do K-5, Levels K-5 Santillana USA Publishing Co. Inc., Elevator 9-12, 2007/1ˢᵗ edition, Levels 1,2,3	Materials Adoption		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone Classroom Version 3 (CD ROM network) English Levels 1,2,3 and Rosetta Stone English Levels 1-5 (Online annual fixed licenses)and/or Orchard Software, Syboney Learning Group Language Arts K-3, 4-6, 7-9 bundles	Computer Based Instruction	Title III, Part A Grant	11,950.00
Subtotal: $11,950.00			
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone onsite training for ESOL Lead teachers/contacts and ESOL Paraprofessionals representing all sites	Lead Teacher on Site will train teachers and para-professionals	Title III, Part A Grant funds	- $2,100.00
Training in best practices for ESOL teachers and ESOL Paraprofessionals	Lead Teacher on Site will train teachers and para-professionals	Title III, Part A Grant funds	- $2,700.00
Training by ESOL Lead teachers for core content teachers.	Lead Teacher on Site will train teachers and para-professionals	N/A	$0.00 (during site based PLC's)
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Instruction focuses on lecture and procedural practices	1A.1. Inquiry-based lessons Cooperative learning structures that put students in charge of their learning.	1A.1. Administrative Team, Math Resource Teacher, assessment teacher	1A.1. The administrative team Math resource teacher will conduct walkthroughs. On-going review of lesson plans. Meet with assessment teacher/administrative team to review progress monitoring data.	1A.1. Common Assessments, Performance Matters progress monitoring assessments.		
Mathematics Goal #1a: 35% (384) of the students in grades 3-8 will achieve proficiency (Level 3) on the 2013 FCAT Math Assessment, an increase of 7 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28% (301/1098)	*35% (384)*					
		1A.2. Formative assessments are not aligned to the content limits and complexity levels for the standards	1A.2. Common Assessments	1A.2. Grade level team leader(s), Administrative team, assessment teacher	1A.2. Common assessments tied to Common Core standards or Next Generation Sunshine State Standards, meet with assessment teacher/ administrative team to review progress monitoring data.	1A.2. Data analyze of common assessments. Performance Matters progress monitoring assessments.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1. Erroneous assumption that many students are familiar with basic vocabulary and operations; many still are not fluent in number sense.	1b.1. Ensure students have necessary prerequisite knowledge for learning a new math strategy.	1b.1. ESE team leader(s), Administrative team, assessment teacher	1b.1. Progress monitoring	1b.1. FAA, Progress Monitoring Results		
Mathematics Goal #1b: 38% (11) of the students in grades 3-8 will achieve proficiency (Level 4,5,6) on the 2013 Florida Alternative Assessment in Math Assessment, an increase of 7 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31 % (9/29)	38% (11/29)					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Instruction focuses on lecture and procedural teaching practices	2A.1. Inquiry-based lessons, cooperative learning structures that put students in charge of their learning.	2A.1. Administrative team, Math Resource teacher, Assessment teacher	2A.1. On-going review of lesson plans, walkthroughs conducted by administrative team and math resource teacher, Assessment teacher	2A.1. Common assessment data, Performance Matters progress monitoring data.		
Mathematics Goal #2a: 25% (275) of the students in grades 3-8 will exceed proficiency (Level 4 or 5) on the 2013 FCAT Math Assessment, an increase of 8 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17% (182/1098)	*25% (275/1098)*					
		2A.2. Insufficient time to allow for deeper math development	2A.2. Enrichment through differentiated activities/Compass Odyssey	2A.2. Team leaders, Administrative team	2A.2. On-going review of lesson plans. Team will review Compass Odyssey data to determine progress	2A.2. Compass Odyssey assessment data
		2a.3	2a.3	2a.3	2a.3	2a.3	

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

2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2b.1. Formative assessments are not aligned to the content limits and complexity levels for the benchmarks.	2b.1. Develop formative assessments that are aligned with the content limits and complexity levels for the benchmarks.	2b.1. ESE Team Leaders, ESE teachers	2b.1. Review of Formative Assessments	2b.1. Progress monitoring data	
Mathematics Goal #2b: 19% (5) of the students in grades 3-8 will exceed proficiency (Level 7) on the 2013 Florida Alternative Assessment in Math, an increase of 9 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	10% (3/29)	*19% (5/29)*				
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3A.1. Instructional materials are not used with fidelity.	3A.1. Differentiate learning activities to meet the varied needs in the classroom.	3A.1. Team Leaders, Math Resource teacher, Administrative team	3A.1. On-Going review of lesson plans. Administrative team/ Math Resource teacher walkthroughs	3A.1. Data analyze of common assessments		
Mathematics Goal #3a: 61% (550) of the students in grades 3-8 will make learning gains on the 2013 FCAT Math Assessment, an increase of 4 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (515/901)	*61 (550/901)*					
		3A.2. Instruction focuses on lecture and procedural teaching practices.	3A.2. Design inquiry-based lessons that address diverse learners incorporating summary point journaling.	3A.2. Administrative team, Math Resource teacher	3A.2. On-going review of lesson plans. Administrative team/ Math Resource teacher walkthroughs.	3A.2.Data analyze of common assessments.	
		3A.3. Students lack basic skills on conceptual understanding of critical content.	3A.3. Incorporate strategies for math skill development through differentiated homework or FCIM mini lessons.	3A.3Administrative team, math resource teacher, assessment teacher.	3A.3. On-going review of lesson plans. Grade level teams will meet with administrative team to review common assessment data.	3A.3.Common assessments FCIM assessments Lesson plans	

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

3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	3b.1. Formative assessments are not aligned to the content limits and complexity levels for the benchmarks.	3b.1. Develop formative assessments that are aligned with the content limits and complexity levels for the benchmarks.	3b.1. ESE Team Leaders, ESE teachers	3b.1. Review of Formative Assessments	3b.1. Progress monitoring data	
<u>Mathematics Goal #3b:</u> 50% (10) of the students in grades 3-8 will show learning gains on the 2013 Florida Alternative Assessment in Math, an increase of 8 percentage points from 2012.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	42% (10/24)	*50% (12/24)*				
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4A.1. Students lack basic skills and conceptual understanding of critical content	4A.1. Data analysis of common assessments/ progress monitoring assessments to identify areas of weakness	4A.1. Administrative team/Math resource teacher/assessment teacher	4A.1. Grade level teams will meet with administrative team to review common assessment data. Grade level teams will meet with assessment teacher to review progress monitoring data.	4A.1. Performance matters progress monitoring/common assessments		
Mathematics Goal #4a: 62% (144) of the students in grades 4-8 lowest quartile will make learning gains on the 2013 FCAT Math Assessment, an increase of 4 percentage points from 2012. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% (135/232)	62% (144/232)					
		4A.2. Instruction is not differentiated.	4A.2. Class work and homework differentiated to meet the needs of the students.	4A.2. Administrative team	4A.2. On-going lesson plans/ administrative walkthroughs	4A.2.Lesson plans
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.

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

4b. **Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 46% Level 3 and above	51% will achieve proficiency or above.	55% will achieve proficiency or above.	60% will achieve proficiency or above.	64% will achieve proficiency or above.	69% will achieve proficiency or above.	73% will achieve proficiency or above.
Mathematics Goal #5A: *Math proficiency will increase by 27 percentage points over the next 6 years in order to cut the achievement gap by half by 2017.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Incorporate collaborative practices that can develop the social skills and inter-group relations essential to academic success.	5B.1. Administrative team	5B.1. On-going walkthroughs/review of lesson plans	5B.1. Lesson Plans		

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

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
55% (408) of our White students in grades 3-8 will achieve mastery on the 2013 Math FCAT Assessment, an increase of 5 percentage points from 2012. 31% (23) of our Black students in grades 3-8 will achieve mastery on the 2013 Math FCAT Assessment, an increase of 3 percentage points from 2012. 31% (74) of our Hispanic population in grades 3-8 will achieve mastery on the 2013 Math FCAT Assessment, an increase of 3 percentage points from 2012.							
	White: 50% (368/741) Black: 72% (51/71) Hispanic:72% (171/238) Asian: NA American Indian: NA	White: 45% (334/741) Black: 69% (49/71) Hispanic: 69% (165/238) Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. ELL instructional resources are not used with fidelity.	5C.1. Utilize instructional materials included in curriculum	5C.1.Adminstrative team	5C.1.On-going administrative walkthroughs/review of lesson plans	5C.1.Lesson plans	
Mathematics Goal #5C: 26% (28) of the ELL students in grades 3-8 lowest quartile will make satisfactory progress on the 2013 FCAT Math Assessment, an increase of 8 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	82 %(96/107)	*74% (79/107)*				
		5C.2. ESOL strategies are not used consistently	5C.2. Provide additional support through ESOL paraprofessionals.	5C.2.Administrative team	5C.2.On-going administrative walkthroughs	5C.2.walkthrough observations
		5C.3. Instruction does not incorporate the use of ESOL strategies	5C.3.ESOL strategies included in lesson plan development	5C.3.Administrative team	5C.3.On-going administrative walkthroughs/review of lesson plans	5C.3.Lesson plans

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Instruction is not differentiated to meet the needs of diverse learners	5D.1.Differentiate learning activities to meet the needs of diverse learners	5D.1.ESE resource/inclusion teacher/ Administrative team	5D.1.On-going review of lesson plans/FCIM	5D.1.Lesson plans/FCIM mini assessments		
Mathematics Goal #5D: 19% (20) of the students with disabilities in grades 3-8 will make satisfactory progress on the 2013 FCAT Math Assessment, an increase of 9 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	90% (96/107)	*81% (87/107)*					
		5D.2. Access to core instruction is in a general education class	5D.2.ESE teacher and general education teacher plan effective lessons incorporating ESE strategies	5D.2.ESE resource/inclusion teacher/ Administrative team	5D.2.On-going review of lesson plans	5D.2.Lesson plans	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Students lack of real world experiences	5E.1. Employ the use of appropriate mathematics pedagogy that honors the student's everyday experiences.	5E.1.Administrative team	5E.1.On-going walkthroughs/review of lesson plans	5E.1.Lesson plans		
Mathematics Goal #5E: 45% (364) of the economically disadvantaged students in grades 3-8 will make satisfactory progress on the 2013 FCAT Math Assessment, an increase of 6 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61% (497/809)	*55% (445/809)*					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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.							
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.							
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.						
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2a.3	2a.3	2a.3	2a.3	2a.3	

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.						
Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.						
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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

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

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

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.						
Mathematics Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
.						
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	

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

Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance·*	2013 Expected Level of Performance·*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: .							

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

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

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.							
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.	

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

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

gh School Mathema	Problem-Solving Process to Increase Student Achieve					

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

	ment						
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.							
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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.							

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

Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2.3	2.3			
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			
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.						
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		3.3.	3.3.	3.3.	3.3.	3.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to					

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

	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. Instruction focuses on lecture and procedural teaching practices	1.1. Inquiry-based lessons using cooperative structures that put students in charge of their learning	1.1. Administrative team/ Math resource teacher	1.1.On-going administrative/ math resource teacher walkthroughs/On-going review of lesson plans	1.1. Lesson plans		
Algebra Goal #1: *61% of students in Algebra 1will score at Level 3 on the2013 EOC Exam, a 4percentage point increase from 2012.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (17/30)	*61% (38/61)*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Insufficient time to allow for deeper math development	2.1. Enrichment activities through differentiated learning activities	2.1. Administrative team/ Math resource teacher	2.1. On-going administrative/ math resource teacher walkthroughs/ On-going review of lesson plans	2.1. Lesson plans		

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

Algebra Goal #2: *50% of Algebra I students will score Level 4 or 5 on the 2013 Algebra I EOC, a 6 percentage point increase from 2012.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	44% (13/30)	49% (31/61)				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 98% achieved proficiency or higher 14% (30/222) of students took the Algebra 1 EOC exam	**22% of students will take the Algebra 1 EOC**	**30% of students will take the Algebra 1 EOC**	**38% of students will take the Algebra 1 EOC**	**46% of students will take the Algebra 1 EOC**	**52% of students will take the Algebra 1 EOC**	**57% of students will take the Algebra 1 EOC**
Algebra Goal #3A: *The number of students taking the Algebra 1 EOC will increase by 43 percentage points by 2017.*						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

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

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

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

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

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

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

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through						

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

Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Learning Focused Strategies Training	K-8 Core Subject Teachers	LFS Trainers	K-8 Core Subject Teachers	8/13/12, 10/12/12	4 PLC meetings through the year with each team/dept. to develop Know/Understand/Do Charts, Learning Maps, and Lesson Plans, Walkthroughs, Lesson Plans, Observations	Principal, Assistant Principals, Instructional Specialists

Mathematics Budget (Insert rows as needed)

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learning Focused Strategies	2 full day trainings focused on developing units based on curriculum and using the best acquisition strategies.	Title II	$8,513.00
Subtotal:$8513.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Before School Tutoring Program	Grant	ESE Department Grant SAC funds	$9,300.00 $1,920.00
Subtotal:$11,220.00			
Total:$19733.0			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achieveme					

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

	nt						
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. Students do not demonstrate motivation to learn science.	1a.1. Science teachers in grades K-8 will motivate students with hands on, Inquiry based investigations. Students will work in cooperative groups to discuss the procedure and reasons for the results.	1a.1.Administration	1a.1. Lesson Plans, Walkthroughs, Formal Observations, Progress Monitoring	1a.1. Walkthrough data, Performance Matters Progress Monitoring Data		
Science Goal #1a: 36% (135) of the students in grades 5 & 8 will score Level3 on the 2013 Science FCAT, an increase of 7 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29%(105/373)	*36 % (135/373)*					

		1a.2. Lack of background knowledge in science within the subgroups.	1a.2. Science teachers in grades K-8 will provide a minimum of 40 minutes daily of inquiry based learning activities, higher order questioning and assessments requiring reasoning skills and scientific thinking, and weekly opportunities to answer essential questions in the form of a journal entry.	1a.2. Administration	1a.2. Lesson Plans, Walkthroughs, Formal Observations, Progress Monitoring	1a.2. Walkthrough data, Performance Matters Progress Monitoring Data	
		1a.3. Students require daily instruction in science for no less than 40 minutes per day in grades K-8.	1a.3. Teachers will incorporate FCIM science into their weekly instruction and assessment. These scores will be collected by the team leader or science department head and turned into their grade level administrator. Teachers will use data gathered on each benchmark to drive instruction.	1a.3. Administration	1a.3. Lesson Plans, Walkthroughs, Formal Observations, Progress Monitoring	1a.3. Walkthrough data, Performance Matters Progress Monitoring Data	
		1a. 4. Students require additional activities that incorporate science vocabulary, scientific process, scientific thinking and reasoning, investigation, and interpretation and evaluation of results.	1a.4.Bi-monthly data chats for grades K-8 with an administrator will occur to discuss progress monitoring and statewide assessment results for the FCAT science (grades 5 and 8).	1a.4.Administration	1a.4.Lesson Plans, Walkthroughs, Formal Observations, Progress Monitoring	1a.4.Walkthrough data, Performance Matters Progress Monitoring Data	

1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1. Students require additional activities that incorporate science vocabulary, scientific process, scientific thinking and reasoning, investigation, and interpretation and evaluation of results.	1b.1. K-12 science teachers must differentiate instruction using the currently adopted science instructional materials and outside resources as well as providing additional activities and inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, and weekly opportunities to answer essential questions in the form of a journal entry.	1b.1. Administration	1b.1. Lesson Plans, Walkthroughs, Formal Observations, Progress Monitoring	1b.1. Walkthrough data, Performance Matters Progress Monitoring Data		
Science Goal #1b: 24% (2) of the FAA students in grades 5 & 8 will score Level 4, 5, or 6 on the 2013 Florida Alternate Assessment in Science, an increase of 9 percentage points from 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	15% (1/7)	24% (2/7)					
		1b.2	1b.2. Teachers will incorporate FCIM science into their weekly instruction and assessment. These scores will be collected by the team leader or science department head and turned into their grade level administrator. Teachers will use data gathered on each benchmark to drive instruction.	1b.2. Administration	1b.2. Lesson Plans, Walkthroughs, Formal Observations, Progress Monitoring	1b.2. Walkthrough data, Performance Matters Progress Monitoring Data	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Students require additional activities beyond inquiry based learning activities that incorporate science vocabulary, scientific process, scientific thinking and reasoning, investigation, and writing to communicate interpretation and evaluation of results.	2a.1. K-8 science teachers must differentiate instruction and increase their levels of questioning (i.e. Webb's Depth of Knowledge). Provide opportunities for students to manage small groups in hands on learning stations within the classroom under the teacher's guidance.	2a.1. Administration, Teachers	2a.1. Bi-monthly data chats for grades K-8 with an administrator will occur to discuss progress monitoring science assessments (grades 5 and 8).	2a.1. Lesson Plans, Performance Matters Progress Monitoring,		
Science Goal #2a: 16% (60) of the students in grades 5 & 8 will score Level3 on the 2013 Science FCAT, an increase of 9 percentage points from 2012.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	7% (25/373).	16% (60/373)					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1. Learning opportunities in science are not always consistently offered to students who take the Florida Alternate Assessment.	2b.1. Teachers will have training and modeling of the Science Access Points for continual science instruction with fidelity.	2b.1. Administration, Teachers	2b.1. Bi-monthly data chats for grades K-8 with an administrator will occur to discuss progress monitoring science assessments (grades 5 and 8).	2b.1. Lesson Plans, Performance Matters Progress Monitoring,		
Science Goal #2b: 24% (2) of the students in grades 5 & 8 will score at or above Level3on the 2013 Science FCAT, an increase of 9 percentage points from 2012.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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

	15% (1/7)	*24% (2/7)*					
		2b.2. Processing and communication difficulties	2b.2. Chunk instruction, particularly experimental procedures, into smaller parts. Have students repeat directions in their own words.	2b. 2. Administration, Teachers	2b. 2Bi-monthly data chats for grades K-8 with an administrator will occur to discuss progress monitoring science assessments (grades 5 and 8).	2b. 2Lesson Plans, Performance Matters Progress Monitoring,	
		2b.3 Lack of inquiry-based activities which stimulate critical thinking	2b.3 Integrate hands-on instruction with current curriculum. Vary instructional modalities to re-focus wandering attention.	2b. 3. Administration, Teachers	2b. 3 Bi-monthly data chats for grades K-8 with an administrator will occur to discuss progress monitoring science assessments (grades 5 and 8).	2b. 3 Lesson Plans, Performance Matters Progress Monitoring,	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

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

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

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

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	**Problem-Solving Process to Increase Student Achievement**					

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.	
Biology Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

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

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

Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Learning Focused Strategies Training	K-8 Core Subject Teachers	LFS Trainers	K-8 Core Subject Teachers	8/13/12, 10/12/12	4 PLC meetings through the year with each team/dept. to develop Know/Understand/Do Charts, Learning Maps, and Lesson Plans, Walkthroughs, Lesson Plans, Observations	Principal, Assistant Principals, Instructional Specialists
Science K-5 fusion	K-5	McGraw Hill	K-5 Science Teachers	8/8/12, 9/20/12	Walkthroughs, Lesson Plans, Observations	Principal, Assistant Principals

Science Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1.Students lack rich vocabulary	1A.1.Direct vocabulary instruction and cooperative vocabulary activities will be incorporated into writing lessons.	1A.1. Classroom teacher.	1A.1. Writing lesson plans will indicate a weekly portion of the instruction that is dedicated to vocabulary development.	1A.1. DWAP Progress Monitoring		
Writing Goal #1a: *75% of students in grades 4 and 8 will score Level 3 or higher on the 2013 FCAT Writing Assessment, a 3 percentage point increase from 2012.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	72% (252/350)	*75% (263/350)*				
		1A.2. Students lack motivation to write.	1A.2. Students will be given incentives to encourage greater writing achievements	1A.2.Classroom teacher, Writing Resource personnel	1A.2. Daily, weekly, monthly, and annual incentives will be planned and implemented by the Literacy Leadership team such as, but not limited to Writer's Teas, published works, Principal's Writing challenge, etc.	1A.2. DWAP Progress Monitoring
		1A.3. Teachers lack proper training in scoring writing per Florida's rubrics	1A.3. Teachers will be given writing trainings in scoring and direct instruction of writing.	1A.3. Grade level administrators	1A.3. Walkthroughs, examination of lesson plans, Formal Observations, DWAP Administration and scoring	1A.3. DWAP Progress Monitoring, Walkthrough data, Observation Data
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1. Students instructed in Access Points for writing do not regularly practice connective writing in during instructional hours.	1b.1. Teachers need training and monitoring of writing instruction using Access Points.	1b.1. Grade level administrators	1b.1. Progress monitoring, walkthroughs, lesson plans	1b.1.Progress monitoring data, walkthrough data, lesson plans	

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

Writing Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
31% of students in grades 4 and 8 will score Level 4 or higher on the 2013 FCAT Writing Assessment, an 8 percentage point increase from 2012.							
	23% (2/9)	31% (3/9)					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Rubric	K-5, MS LA	Jocelyn Fischer	Grade levels K-5 and LA dept. Middle School	Through Team mtg. PLC's	Lesson Plans, DWAP	Writing Instructional Specialist

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

Writing Access Points	ESE FAA teachers	ESE Dept. Staff	FAA teachers all grades	Team mtg. PLC	Lesson Plans, Progress Monitoring	Administration
Learning Focused Strategies Training	K-8 Core Subject Teachers	LFS Trainers	K-8 Core Subject Teachers	8/13/12, 10/12/12	4 PLC meetings through the year with each team/dept. to develop Know/Understand/Do Charts, Learning Maps, and Lesson Plans, Walkthroughs, Lesson Plans, Observations	Principal, Assistant Principals, Instructional Specialists

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals
Civics End-of-Course (EOC) Goals

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

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

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

1. Students scoring at Achievement Level 3 in Civics.	1. Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge) and Civics standards and benchmarks. Students require more instruction with respect to Document Based Questions (DBQ's) and writing opportunities need to be included in social studies instructional lessons.	1.1. Provide training for Social Studies 6-8 social studies teachers and Civics Integrated teachers in Document Based Questions (DBQ's) Instruction, Common Core State Standards, Civics EOC Item Specifications, and Civics Education Standards.	1.1. 6-8 grade Assistant Principals and Principal	1.1. Monitor Lesson Plans, Assessments for DBQ's, Civics Standards, High Order Thinking Skills questions	1.1. EOC field exam Classroom Assessments		
Civics Goal #1: Current Data Summary: The Civics EOC exam field test will be administered during the 2012-2013 school year for FLDOE selected middle schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2. Since the 2012-2013 school year marks the start of the new Civics course requirement (HB 105) for the 6th grade student cohort and also being a field test year, Civics Integrated teachers will need preparation in the new Civics Standards, Civics course descriptions, and Civics EOC Exam Item Specifications in preparation for the accountability year of 2013-2014 (30% of final grade) and 2014-2015 (passing score required for middle grades promotion).	1.2. Provide data chats at each respective site for grades 6-8 social studies teachers and Civics Integrated teachers to review statewide assessment progress monitoring results in preparation for the accountability year of the Civics EOC exam	1.2. 6-8 grade Assistant Principals and Principal	1.2. Monitor Lesson Plans, Assessments for DBQ's, Civics Standards, High Order Thinking Skills questions	1.2. EOC field exam Classroom Assessments	
		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				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1. Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge) and Civics standards and benchmarks. Students require more instruction with respect to Document Based Questions (DBQ's) and writing opportunities need to be included in social studies instructional lessons.	2.1. Provide training for Social Studies 6-8 social studies teachers and Civics Integrated teachers in Document Based Questions (DBQ's) Instruction, Common Core State Standards, Civics EOC Item Specifications, and Civics Education Standards. Social studies 6-8 teachers and Civics Integrated teachers will incorporate DBQ activities, Common Core Standards, Civics Education Standards and cognitive complexity in instruction & assessments.	2.1. 6-8 grade Assistant Principals and Principal	2.1. Monitor Lesson Plans, Assessments for DBQ's, Civics Standards, High Order Thinking Skills questions	2.1. EOC field exam Classroom Assessments	

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

Civics Goal #2: Current Data Summary: The Civics EOC exam field test will be administered during the 2012-2013 school year for FLDOE selected middle schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DBQ's	6-8 Civics Teachers		Civics Teachers	Through Department Mtgs.	Monitor Lesson Plans/ Assessments	Assistant Principal and Principal

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

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
New Instructional materials	*2012-2017 Instructional Materials Adoption*	Textbook Funds	$11,688.85
Subtotal:			
Total: $11,688.85			

End of Civics Goals

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

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

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

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

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

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

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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

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

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	**Problem-solving Process to Increase Attendance**						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Students are not consistently rewarded for good attendance.	1.1. PBS motivational strategies to be used in the classroom Reward students with good/improved attendance. Weekly/ Monthly. Reward students schoolwide with assembly for good attendance (Three absences or less for each 9 week period)	1.1. Classroom Teachers, Guidance Team	1.1. Attendance Data will be monitored weekly/monthly by guidance counselors and classroom teachers to determine effectiveness of strategy.	1.1. Attendance data in TERMS		

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
Explorer K-8 will reduce the number of students with excessive absences by 10 percentage points from 33% (591) to 23% (532) during the 2012-2013school year. Explorer K-8 will reduce the number of students with excessive tardies by 1 percentage points from 9% (163) to 8% (147) during the 2012-2013 school year.						
	93%	*95%*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	591	*532*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	163	*147*				
		1.2 Lack of understanding of attendance policy by teachers, parents and students.	1.2 Provide information regarding attendance policy in student planners, school website, class websites and edline.	1.2 Guidance and Classroom Teachers.	1.2. Attendance Data will be monitored weekly/ monthly by guidance counselors and classroom teachers to determine effectiveness of strategy.	1.2. Attendance data in TERMS

		1.3 Need to improve communication to parents and students regarding attendance expectations.	1.3 Implement early communication with Parents of students identified as at risk from excessive absences and tardies. Meet with students identified as at risk to reinforce the importance of regular school attendance for academic success.	Guidance Team	1.3. Attendance Data will be monitored weekly/ monthly by guidance counselors and classroom teachers.	1.3. Attendance data in TERMS
		1.4 Need to improve immediate parent notification of excessive absences and tardies.	1.4 School Social Worker will review attendance data of all students on a weekly basis and communicate with parents after 7 unexcused absences. Excessive tardies and early releases.	1.4 Guidance Team School Social Worker	1.4 Attendance Data will be monitored weekly/ monthly by guidance counselors and classroom teachers.	1.4 Attendance data in TERMS
		1.5 Improved monitoring by staff of absences, tardies and early releases.	1.5 Establish schoolwide procedure for excused and unexcused absences, tardies and early releases.	1.5 Attendance Clerk/Data Entry Guidance Team/Teachers	1.5 Attendance Data will be monitored weekly/ monthly by guidance counselors and classroom teachers.	1.5 Attendance data in TERMS
		1.6 Lack of consistent consequences for excessive absences and tardies for middle school students.	1.6 Use PBS strategies for rewarding middle school students for being in school and on time. Enforce tardy procedure and consequences as stated in Student Handbook	1.6 Attendance Clerk, Middle School Guidance	1.6 Attendance Data will be monitored weekly/ monthly by guidance counselors and classroom teachers.	1.6 Attendance data in TERMS
		1.7 Students frequently missing afternoon classes due to being picked up early from school	1.7 Monitor early release students and notify parents of attendance policy.	1.7 Office Staff Guidance Team School Social Worker	1.7 Attendance Data will be monitored weekly/ monthly by guidance counselors and classroom teachers..	1.7 Attendance data in TERMS

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

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

Attendance Budget (Insert rows as needed)

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

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

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

End of Attendance Goals

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	

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

1. Suspension	1.1 .Students are not sufficiently rewarded for good behavior.	1.1. Ensure all staff used PBS strategies to reward compliance with school expectations. Grade level PLC's and PBS team will create meaningful PBS rewards.	1.1. Assistant Principals, Team Leaders, PBS Team, Behavior Specialist	1.1. Monthly monitoring of discipline Data RtI:B Program.	1.1.RtI:B, TERMS, Discipline files		
Suspension Goal #1: Explorer K-8 will reduce the total number of in-school suspensions from 472 to 425 and the total number of out-of-school suspensions from 194 to 175, a 10% decrease in each area.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	472	*425*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	186	*168*					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	194	*175*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	106	*95*					

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

		1.2. Staff lacks the knowledge of class-wide and differentiated behavioral strategies.	1.2. Professional Development for teachers and differentiated behavioral strategies. Allow staff members to visit peer classrooms and obtain ideas for classroom management strategies.	1.2. Assistant Principals, Team Leaders, PBS Team, Behavior Specialist	1.2. Monitoring of discipline Data RtI:B Program	1.2.RtI:B, TERMS, Discipline files
		1.3. Teachers do not use strategies with fidelity.	1.3. Gain buy-in by building a strong teacher / staff reward system to reinforce staff members who are meeting expectations for their roles in the school.	1. 3. Assistant Principals, Team Leaders, PBS Team, Behavior Specialist	1.3. Monthly monitoring of discipline Data RtI:B Program	1.3.RtI:B, TERMS, Discipline files
		1.4 Students lack skills in conflict resolution strategies.	1.4 Guidance to implement conflict resolution strategies to at risk students. Peer Mediation team will be created.	1. 4. Assistant Principals, Team Leaders, PBS Team, Behavior Specialist	1.4. Monthly monitoring of discipline Data RtI:B Program	1.4.RtI:B, TERMS, Discipline files

Suspension Professional Development

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

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

Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Strategies	School Wide	Behavior Specialist	All staff	On-going through team/dept. meetings	Monitor Behavior Plans	Assistant Principals, Behavior Specialist

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

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

Subtotal:							
Total:							

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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

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

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent					

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

	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 <u>Parent Involvement Goal #1:</u> *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated*.	1.1 Parents do not have enough opportunities to participate in school activities or are unable to volunteer during school hours.	1.1. School-wide "Back-to-School" Nights will be scheduled during the evening hours so parents learn about the curriculum at their child's grade level and view work samples.	1.1. Principal, Assistant Principals, Team Leaders/ Dept. Heads	1.1. Attendance logs will be kept to determine the amount of parent involvement and monitor monthly participation. A parent survey will be conducted at the end of the school year to determine if the goal has been met.	1.1. Parent Involvement Logs, Parent Survey		
Explorer K-8 will assist families and increase their knowledge of the school system and strengthen their ability to advocate for quality education that will result in school readiness, high school graduation, and college success.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	11%	*15%*					
		1.2. Parents of Explorer K-8 students are economically disadvantaged.	1.2. A "Family Share Night" will be scheduled where families can come to school for a free or inexpensive meal and free (donated) clothing and household items.	1.2. Principal, Assistant Principals, Team Leaders/Dept. Heads	1.2. Attendance logs will be kept to determine the amount of parent involvement and monitor monthly participation. A parent survey will be conducted at the end of the school year to determine if the goal has been met.	1.2. Parent Involvement Logs, Parent Survey	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

STEM Goal #1: *Explorer K-8 will increase the use of STEM activities school-wide.*	1. Teachers lack the knowledge of how to implement STEM activities into lessons.	1.1.Teachers will be provided training on STEM during team/ department meetings.	1.1. Assistant Principals Principal	1.1. STEM activities and courses (middle school) will be identified and documented.	1.1. Survey of STEM activities and courses.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	School wide	Assistant Principals/ Principal	All teachers	Second Semester	Identification of Current STEM practices and development of new strategies for next year.	Assistant Principals/Principal

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

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:			

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

Total:			

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
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: *Explorer K-8 will identify the CTE courses offered at the High School and will explore courses that can be offered in middle school to assist students in obtaining industry certification.*	1. Current middle school schedule does not offer courses that lead to industry certification and are not aligned with the high school.	1.1. Meet with high school to determine what courses can be offered to align with the high school CTE courses.	1.1. Middle School Assistant Principal/ Principal	1.1. Courses and certification needs will be identified and a plan for aligning middle school and high school courses will be developed.	1.1. Plan for course alignment.
	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					

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

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

CTE Budget (Insert rows as needed)

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

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

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

End of CTE Goal(s)

Additional Goal(s)

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

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.	

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

Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $19,733.00
Mathematics Budget	
	Total: $19,733.00
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$39.466.00

eva

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance
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

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

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 Council will hold monthly meetings to review the school's progress toward meeting their goals outlined in the School Improvement Plan. In addition to holding meetings, the School Advisory Council will disperse funds as requested to assist the school with meeting their goals. The School Advisory Council has approved funds for an after school tutoring program to improve student achievement.

Describe the projected use of SAC funds.	Amount
Before school tutoring program	$3840.00