

Florida Department of Education



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Nocatee Elementary School	District Name: DeSoto
Principal: Bruce Anderson	Superintendent: Adrian Cline
SAC Chair: Connie Yost	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Bruce Anderson	Masters In Educational Leadership, National-Louis University BS-Elementary Education, SUNY Fredonia ESOL Endorsement	4	8	<p>Nocatee Elementary School (Title I) 11-12, grade C, did not make AYP, 73% of lowest 25% made Reading learning gains, 59% of lowest 25 % made Math learning gains. All four years as an administrator have been in a Title I school.</p> <p>Nocatee Elementary School (Title I) 10-11, grade B, did not make AYP, 40% of lowest 25% made Reading learning gains, 50% of lowest 25% made math learning gains. In the seven years I have been an administrator, four of those years were in a Title I school</p> <p>Nocatee Elementary School (Title I) 09-10, grade C, did not make AYP, 40% of lowest 25% made Reading learning gains, 50% of lowest 25% made math learning gains. In the seven years I have been an administrator, four of those years were in Title I schools.</p> <p>Taylor Ranch School 08-09, grade A, did not make AYP, 93 % made High Standards in Reading, 93% made High Standards in math, 68% of lowest 25% made Reading learning gains, 62% of lowest 25% made math learning gains.</p> <p>Wilkinson Elementary School (Title I) 07-08, grade A, made AYP, 86 % made High Standards in Reading, 86% made High Standards in math, 73% of lowest 25% made Reading learning gains, 80% of lowest 25% made math learning gains.</p> <p>Wilkinson Elementary School (Title I) 06-07, grade A, did not make AYP, 85 % made High Standards in Reading, 77% made High Standards in math, 79% of lowest 25% made Reading learning gains, 75% of lowest 25% made math learning gains.</p> <p>Taylor Ranch School 04-05, grade A, made AYP, 83 % made High Standards in Reading, 78% made High Standards in math, 55% of lowest 25% made Reading learning gains.</p>
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Assistant Principal	Karen Denison	BS-Elementary Education, University of South Florida; Master's Degree-Educational Leadership, University of South Florida, English Speakers of Other Languages Endorsement	15	4	<p>Nocatee Elementary School (Title I) 09-10, grade C, did not make AYP, 40% of lowest 25% made Reading learning gains, 50% of lowest 25% made math learning gains. All three years as an administrator have been in a Title I school.</p> <p>Nocatee Elementary School (Title I) 10-11, grade B, did not make AYP, 40% of lowest 25% made Reading learning gains, 50% of lowest 25% made math learning gains. For the three years I have worked as an administrator, I have been in a Title I school.</p> <p>Nocatee Elementary School (Title I) 11-12, grade C, did not make AYP, 73% of lowest 25% made Reading learning gains, 59% of lowest 25 % made Math learning gains. All four years as an administrator have been in a Title I school.</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mary Ann Luciano	BS - Elementary Education, University of South Florida; Master's Degree - Reading Education K-12, University of South Florida, ESOL Endorsement, ESE K-12 Certification, Reading K-12 Certification	2	2	Nocatee Elementary School (Title I) 11-12, grade C, did not make AYP, 73% of lowest 25% made Reading learning gains, 59% of lowest 25 % made Math learning gains. All four years as an administrator have been in a Title I school.

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

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<p>1. According to the 07/08 Restructuring Plan, the Assistant Director of Human Resources will set up interviews and make the final decision on all new staff hired. This is done through: email/phone and on-site interviews with potential teachers. Every attempt is made to secure highly qualified teachers in our high-need academic areas. Our district provides mentors for each of our new teachers and supports them throughout the year with meetings, materials, professional training (to include follow-up coaching and modeling). Nocatee currently meets the Correct I criteria of highly qualified teachers by assignment of highly qualified teachers to serve subgroups of greatest needs and hiring less than the district average of beginning or out of field teachers. In order to retain our teachers, we have made it our goal to actively promote a sense of collegiality and positive reinforcement among our teaching staff. Teachers are encouraged to actively take part in the development of the school's strategic plan. In addition, opportunities are provided for teachers to grow professionally by allowing them to take on additional leadership responsibilities as they request or demonstrate readiness</p>	<p>Assistant Director of Human Resources</p>	<p>June 2013</p>
<p>2.</p>		
<p>3.</p>		
<p>4.</p>		

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 teacher	Taking ESOL certification classes

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
40	10% (4)	30% (12)	20% (8)	40% (16)	35% (14)		17% (7)	3 % (1)	97% (42)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melissa LaRose	Ashley Simser	Melissa is a lead teacher with many years of educating students in third grade successfully.	They will meet weekly to discuss, write, and review lesson plans, classroom management and ways to involve parents in the educational setting.

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Connie Yost	Benjamin Nichols	Connie is a lead teacher with 26 years of experience educating students in grades K-5.	They will meet weekly to discuss, write, and review lesson plans, classroom management and ways to involve parents in the educational setting.
Allyson Maiolo	Shannon Drew	Allyson is a lead teacher with 11 years of experience educating students. She also has earned her National Board Certification.	They will meet weekly to discuss, write, and review lesson plans, classroom management and ways to involve parents in the educational setting.
Diana Snead	Linda Waldron	Linda is a highly-qualified teacher with experience in all grade levels.	They will meet weekly to discuss, write, and review lesson plans, classroom management and ways to involve parents in the educational setting.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A Services are provided to students in need of additional services through after school programs, summer institutes, and intervention instruction during the school day. The district coordinates the use of Title I, II, and III funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement.</p>
<p>Title I, Part C- Migrant Migrant Advocates at each school site provide instructional support to students either during or after the student academic day. These advocates coordinate services with Title I and other programs</p>
<p>Title I, Part D Funds from this source are used to develop and implement drop out prevention programs for the district.</p>
<p>Title II Title II, Part A funds are used to provide supplemental professional development for faculty, staff, and administrators at all school sites in the district. Specific activities are based on the needs of the schools, as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other Federal projects. Title II, Part D funds are used to support instructional technology through the purchase and repair of hardware, purchase of software, and provision of professional development in the use of technology as an instructional tool.</p>
<p>Title III Services are provided at each school site to support education of English Language Learners for the purpose of improving student performance.</p>
<p>Title X- Homeless The coordinator of district services for Homeless students provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds are coordinated with funds from other sources, including Title I, to provide summer institute instruction and supplemental and/or intervention instruction during the academic year to support students in need of academic assistance.</p>
<p>Violence Prevention Programs The school offers a non-violence/anti-bullying program and anti-drug program to all students as part of the Character Education program for the site. This may include, but not be limited to, guest speakers, field trips, and community service activities such as Big Brother/Big Sister.</p>
<p>Nutrition Programs The Food Conservation Energy Act of 2008 (Farm Bill) authorizes funds for the Fresh Fruit and Vegetable Program. Participating schools must offer fresh fruits and vegetables as a snack to students during the school day. Because FFVP targets low-income students, Nocatee was selected based on our high number of students who qualify for the free and reduced lunch program. This will be our third year taking advantage of this program.</p>

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Housing Programs n/a
Head Start n/a
Adult Education The district has a well developed Adult Education program that provides instruction for adult ELL students, adults working on gaining basic skills or obtaining a GED, parent education, and vocational programs for Executive Assistants or nursing.
Career and Technical Education n/a
Job Training n/a
Other n/a

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. Principal and/or Assistant Principal: Provide a common vision for use of data-based decision making; ensures that the team is implementing the district RtI plan and documentation, ensures adequate professional development to support RtI implementation, and communicates with stakeholders about school-based RtI activities.</p> <p>Guidance Counselor: Participates in collection and analysis of data, facilitates development of intervention plans, monitors RtI documentation, and coordinates RtI program evaluation.</p> <p>Instructional Coach: Provides guidance on K-12 reading plan and district curriculum maps, facilitates and supports data collection and analysis in all content areas, and provides professional development regarding data-based instructional planning.</p> <p>ESE teacher: Participates in data collection, integrates core instruction into Tier 3 instruction, collaborates with general education teachers, and assists team with implementation of district RtI plan.</p> <p>As needed: ESOL teacher, Staffing Specialist, School Psychologist.</p>
<p>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?</p> <p>The RtI leadership team meets regularly to facilitate and support implementation of the district RtI plan, including arranging for any needed professional development. When appropriate, the team will support the Professional Learning Communities in collecting and analyzing student data and planning appropriate classroom instruction and intervention. The team will also review the effectiveness of Tier II and Tier III instruction for individual students and for the school as a whole.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>The role of the school based team is to review data, plan interventions, evaluate status of implementation and staff development regarding RtI, assist teachers in using and analyzing data, support teachers in providing interventions, and involve parents in the RtI process. Members of the RtI Leadership team facilitate faculty work sessions on school-wide goals and professional development plans.</p>
MTSS Implementation
<p>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. PMRN will be the data management system for reading data from the FAIR. Performance Matters will be used to provide data in an analyzed format for math and science progress monitoring. Gradebook and Genesis will be used for other housing and accessing other data, such as state assessment scores, attendance and discipline, and current academic performance in the classroom. The district will review processes for more efficient and effective systems of collecting, organizing, and monitoring RtI related data.</p>
<p>Describe the plan to train staff on MTSS. Faculty and staff will be trained by the School RtI Coordinator and other members of the RtI committee in the implantation of the RtI plan. As needed, teachers will be provided training in assessments (formal and informal; academic and behavioral), gathering and analyzing data from different sources, and providing tiered instruction based on assessment information.</p>

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Describe the plan to support MTSS.

School based leadership team will meet with teachers to discuss RtI candidates and assist with collecting and analyzing student data as well as planning appropriate classroom instruction and intervention strategies.

Literacy Leadership Team (LLT)

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

Administrators: Bruce Anderson, Principal
Karen Denison, Assistant Principal
Mary Ann Luciano, DATA/Reading Coach
Joy Buschner, Media Specialist
Jenny Bussard, Kindergarten Teacher
Carolyn Anderson, 1st Grade Teacher
Sarah Jurewicz, 2nd Grade Teacher
Kara Grote, 3rd Grade Teacher
Louella Murphy, 4th Grade Teacher
Nancy Jones, 5th Grade Teacher
Aida Schomburg, Migrant Advocate

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

The LLT meets regularly and discuss literacy needs and to propose and oversee implementation of strategies designed to meet these needs.

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

During the 2012-2013 school year the LLT will work to further implementation of the DeSoto Read to Succeed Plan, which is designed to increase and support independent-level reading in the classroom. One major focus this year will be continuing to support individual student conferences during independent reading to increase the effectiveness of this strategy. The LTT will plan for improved Renaissance/Accelerated Reader Enterprise usage by students and teachers. In addition, we will move toward the infusion of complex text both in reading and in discussions at all grade levels within the recommended guidelines which is in compliance with the CCSSS training provided by the FLDOE.

Public School Choice

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

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

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

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

DeSoto County's Early Childhood Center (ECC) and Nocatee's Wild Kingdom preschool centers work closely with Nocatee to provide easy transition into kindergarten. Nocatee's kindergarten teachers provide a kindergarten Spring round-up for students who will be attending kindergarten in the fall. At this meeting the kindergarten program is outlined, refreshments are served and students/families are invited to visit their classroom with their teacher. After school begins, Nocatee Kindergarten teachers perform readiness screenings to all incoming students to facilitate differentiated instructional planning.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Building the additional time into the master schedule and coordinating the support personnel</p>	<p>1A.1. Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students.</p>	<p>1A.1. Principal, Asst. Principal, Data/Literacy Coach, PLCs</p>	<p>1A.1. PLC's will meet regularly to review student progress data and to coordinate changes to intervention groups.</p>	<p>1A.1. Benchmark assessments</p>		
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<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p>The percentage of students who scored Achieving Proficiency (FCAT Level 3) will increase from 22% to 24%.</p>							
	22% (67 of 299)	24% (71 of 302)					
		1A.2. Ensuring that appropriate leveled texts are used and that adequate opportunities for discussion as well as writing opportunities are provided.	1A.2. Incorporate complex reading texts into the curriculum at all grade levels and facilitate corresponding discussions and writing opportunities about that text.	1A.2. Principal, Asst. Principal, Data/Literacy Coach, PLCs	1A.2. Classroom observation, PLC discussions, and formative data review.	1A.2. Benchmark assessments	
		1A.3. Being consistent about providing the time to read	1A.3. Each classroom will read 20 minutes per day and each teacher will interview two students per day about what they are reading.	1A.3. Principal, Asst. Principal, and Data/Literacy Coach, PLCs	1A.3. Accelerated Reader points earned by student	1A.3. STAR testing	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Building the additional time into the master schedule and coordinating the support personnel</p>	<p>2A.1. Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students.</p>	<p>2A.1. Principal, Asst. Principal, Data/ Literacy Coach, PLC's</p>	<p>2A.1. PLC's will meet regularly to review student progress data and to coordinate changes to intervention groups.</p>	<p>2A.1. Benchmark assessments</p>		
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Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>The percentage of all students who scored above proficiency (FCAT levels 4 and 5) in reading will increase from 17% (50 of 299) to 20% (59 of 302)</p>							
	17% (50 of 299)	20% (59 of 302)					
		2A.2. Ensuring that appropriate leveled texts are used and that adequate opportunities for discussion as well as writing opportunities are provided.	2A.2. Incorporate complex reading texts into the curriculum at all grade levels and facilitate corresponding discussions and writing opportunities about that text.	2A.2. Principal, Asst. Principal, Data/Literacy Coach, PLCs	2A.2. Classroom observation, PLC discussions, and formative data review.	2A.2. Benchmark assessments	
		1A.3. Being consistent about providing the time to read	1A.3. Each classroom will read 20 minutes per day and each teacher will interview two students per day about what they are reading. This	1A.3. Principal, Asst. Principal, and Data/Literacy Coach, PLCs	1A.3. Accelerated Reader points earned by student	1A.3. STAR testing	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Building the additional time into the master schedule and coordinating the support personnel</p>	<p>3A.1. Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students.</p>	<p>3A.1. Principal, Asst. Principal, Data/Literacy Coach, PLC's</p>	<p>3A.1. PLC's will meet regularly to review student progress data and to coordinate changes to intervention groups.</p>	<p>3A.1. Benchmark assessments</p>		
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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p>The percentage of 4th 5th and retained 3rd grade students making Learning Gains in Reading will increase from 63% to 69% on the 2013 Reading FCAT.</p>							
	<p><i>63% (188 of 299) of matched 4th & 5th grade students and retained 3rd grade students made Learning Gains in Reading.</i></p>	<p><i>68% (206 of 302) matched 4th & 5th grade students and retained 3rd grade students will make learning Gains in Reading.</i></p>					
		<p>3A.2. Ensuring that appropriate leveled texts are used and that adequate opportunities for discussion as well as writing opportunities are provided.</p>	<p>3A.2. Incorporate complex reading texts into the curriculum at all grade levels and facilitate corresponding discussions and writing opportunities about that text.</p>	<p>3A.2. Principal, Asst. Principal, Data/Literacy Coach, PLC's</p>	<p>3A.2. Classroom observation, PLC discussions, and formative data review.</p>	<p>3A.2. Benchmark assessments</p>	

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		3A.3. Being consistent about providing the time to read	3A.3. Each classroom will read 20 minutes per day and each teacher will interview two students per day about what they are reading. This	3A.3. Principal, Asst. Principal, and Data/Literacy Coach, PLC's	3A.3. Accelerated Reader points earned by student	3A.3. STAR testing	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: <i>Enter narrative for the goal in this box.</i> n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Building the additional time into the master schedule and coordinating the support personnel</p>	<p>4A.1. Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students.</p>	<p>4A.1. Principal, Asst. Principal, Data/ Literacy Coach, PLC's</p>	<p>4A.1. PLC's will meet regularly to review student progress data and to coordinate changes to intervention groups.</p>	<p>4A.1. Benchmark assessments</p>		
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Reading Goal #4A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students in the lowest 25% making Learning Gains in reading will increase from 73% to 75%.							
	73% (218 of 299)	74% (223 of 302)					
		4A.2. Ensuring that appropriate leveled texts are used and that adequate opportunities for discussion as well as writing opportunities are provided.	4A.2. Incorporate complex reading texts into the curriculum at all grade levels and facilitate corresponding discussions and writing opportunities about that text.	4A.2. Principal, Asst. Principal, Data/Literacy Coach, PLC's	4A.2. Classroom observation, PLC discussions, and formative data review.	4A.2. Benchmark assessments	
		4A.3. Being consistent about providing the time to read	4A.3. Each classroom will read 20 minutes per day and each teacher will interview two students per day about what they are reading. This	4A.3. Principal, Asst. Principal, and Data/Literacy Coach, PLC's	4A.3. Accelerated Reader points earned by student	4A.3. STAR testing	
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.		

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	In 2012, 100% of students tested. 41% of students tested were proficient on the Reading FCAT. Our target AMO of 51% was not met.	In 2013, our AMO will be 55% of all students tested scoring proficient in Reading.	In 2014, our AMO will be 60% of all students tested scoring proficient in Reading.	In 2015, our AMO will be 64% of all students tested scoring proficient in Reading.	In 2016, our AMO will be 69% of all students tested scoring proficient in Reading.	In 2017, our AMO will be 73% of all students tested scoring proficient in Reading.
<u>Reading Goal #5A:</u> Our goal will be to increase proficiency of all students tested from 41% in 2012 to 73% in 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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian: Ensuring that appropriate leveled texts are used for all students and that adequate opportunities for discussion as well as writing opportunities are provided. Language Barrier by some of our Hispanic students.	5B.1 Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students.	5B.1. Principal, Asst. Principal, Data/Literacy Coach, PLCs	5B.1. Review student performance data in data meetings and student progress panels for evidence of growth.	5B.1. Benchmark assessments		

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<u>Reading Goal #5B</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<p>The percentage of students in each ethnicity group listed below will decrease as noted in the 2013 expected level of performance. White-59%(76 of 129) Black-71% (15 of 21) Hispanic-61% (83 of 135) Asian-1% (1 of 1) Multi-Racial-54% (7 of 13)</p>						
	White:59% Black:71% Hispanic 61%: Asian:1% American Indian: 0% Multi-Racial: 54%	White: 54% Black: 64% Hispanic:55% Asian: 0% American Indian: 0% Multi-Racial: 49%				
		5B.2 Lack of vocabulary knowledge by some of our Hispanic students.	5B.2. Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students.	5B.2. Principal, Asst. Principal, Data/Literacy Coach, PLC's	5B.2. Review student performance data in data meetings and student progress panels for evidence of growth.	5B.2. Benchmark assessments
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Building the additional time into the master schedule and coordinating the support personnel</p>	<p>5C.1. Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students.</p>	<p>5C.1. Principal, Asst. Principal, Data/Literacy Coach, PLC's</p>	<p>5C.1. PLC's will meet regularly to review student progress data and to coordinate changes to intervention groups.</p>	<p>5C.1. Benchmark assessments</p>		
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<p><u>Reading Goal #5C:</u> The percentage of students not making satisfactory progress in reading will decrease from 22% to 20%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22% (67 of 302)</p>	<p>20% (60 of 302)</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Building the additional time into the master schedule and coordinating the support personnel</p>	<p>5D.1. Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students. The intervention for self-contained students is conducted by ESE teachers/</p>	<p>5D.1. Principal, Asst. Principal, Data/Literacy Coach, PLC's</p>	<p>5D.1. PLC's will meet regularly to review student progress data and to coordinate changes to intervention groups.</p>	<p>5D.1. Benchmark assessments</p>		
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		paraprofessionals based on the student's IEP goals.					
Reading Goal #5D: The percentage of students not making satisfactory progress in reading will decrease from 12% to 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	12% (35 of 302)	10% (30 of 302)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Building the additional time into the master schedule and coordinating the support personnel</p>	<p>5E.1. Thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students. The intervention for self-contained students is conducted by ESE teachers/</p>	<p>5E.1. Principal, Asst. Principal, Data/Literacy Coach, PLC's</p>	<p>5E.1. PLC's will meet regularly to review student progress data and to coordinate changes to intervention groups.</p>	<p>5E.1. Benchmark assessments</p>		
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		paraprofessionals based on the student's IEP goals.					
Reading Goal #5E: The percentage of students not making satisfactory progress in reading will decrease from 92% to 83%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	92% (279 of 302)	83% (274 of 302)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>						
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PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	K-5	Academic Coach, Principal	K-5	Monthly PLCs and staff meeting opportunities	District CCSS Team and The School-based CCSS Team.	Principal, Academic Coach, and District CCSS Team.

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Reading Budget (Insert rows as needed)

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

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Some of our ELL students have not reached mastery of the English language.	1.1. Focus instruction on ELA grade-level CCSS for speaking and listening to ensure students gain adequate mastery of a range of skills and applications related to speaking and listening.	1.1. Principal, Assistant Principal, Academic Coach	1.1. Progress monitoring of ELL data.	1.1. CELLA assessment	
CELLA Goal #1: The percentage of students scoring proficient in listening/speaking will increase from 39% to 41%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	39% (38 of 98)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. Some of our ELL students have not reached mastery of the English language.</p>	<p>2.1. Focus instruction on ELA grade level CCSSS for reading, including foundational skills where appropriate. Students will read widely and deeply among a broad range of increasingly challenging literary and informational texts in order to continue reading growth in all content areas.</p>	<p>2.1. Principal, Assistant Principal, Academic Coach</p>	<p>2.1. Progress monitoring of ELL data.</p>	<p>2.1. CELLA assessment</p>	
<p><u>CELLA Goal #2:</u> The percentage of students scoring proficient in reading will increase from 44% to 46%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>44% (43 of 98)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Some of our ELL students have not reached mastery of the English language.	2.1. Focus instruction on ELA grade-level CCSS for writing to ensure students gain adequate mastery of a range of skills and applications related to writing. Students will be given writing opportunities in order to demonstrate increasing sophistication in all aspects of language use, including vocabulary, syntax and organization of ideas.	2.1. Principal, Assistant Principal, Academic Coach	2.1. Progress monitoring of ELL data.	2.1. CELLA assessment	
CELLA Goal #3: The percentage of students scoring proficient in writing will increase from 45% to 47%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	45% (44 out of 98)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Lack of application in using higher order thinking / problem solving activities, lack of student engagement in learning activities, and lack of hands-on concrete experiences with mathematical concepts.	1A.1. Incorporate the CCSSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level. Instruction will be differentiated as needed, based on student data and performance.	1A.1. Principal, Assistant Principal, and Academic Coach	1A.1. Classroom observations conducted by administration and analysis of lesson plans and assessment data.	1A.1. Progress monitoring data		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring at achievement level 3 or above in math will increase from 34% to 38%.							
	34% (102 of 302)	37% (111 of 302)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
n/a							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Elementary School Mathematics Goals

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Lack of application in using higher order thinking / problem solving activities, lack of student engagement in learning activities, and lack of hands-on concrete experiences with mathematical concepts.	2A.1. Incorporate the CCSSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level. Instruction will be differentiated as needed, based on student data and performance.	2A.1. Principal, Assistant Principal, and Academic Coach	2A.1. Classroom observations conducted by administration and analysis of lesson plans and assessment data.	2A.1. Progress monitoring data		
<u>Mathematics Goal #2A:</u> The percentage of students scoring at above achievement levels 4 and 5 in math will increase from 31% to 33%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31% (93 of 302)	34% (102 of 302)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1. Incorporate the CCSSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level, according to the standards-based goals on student IEPs. Instruction will be differentiated as needed, based on student data and performance.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Lack of application in using higher order thinking / problem solving activities, lack of student engagement in learning activities, and lack of hands-on concrete experiences with mathematical concepts.	3A.1. Incorporate the CCSSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level. Instruction will be differentiated as needed, based on student data and performance.	3A.1. Principal, Assistant Principal, Academic Coach	3A.1. Classroom observations conducted by administration and analysis of lesson plans and assessment data.	3A.1. Progress monitoring		
<u>Mathematics Goal #3A:</u> The percentage of students making learning gains in math will increase from 59% (44 of the 75 students representing our lowest quartile) to 64% (48 of 75).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	59% (44 of 75)	64% (48 of 75)					

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		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1. Incorporate the CCSSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level, according to the standards-based goals on student IEPs. Instruction will be differentiated as needed, based on student data and performance.	3B.1.	3B.1.	3B.1.	3B.1.	
<u>Mathematics Goal #3B:</u> n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Lack of application in using higher order thinking / problem solving activities, lack of student engagement in learning activities, and lack of hands-on concrete experiences with mathematical concepts.</p>	<p>4A.1. Incorporate the CCSSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level, according to the standards-based goals on student IEPs and 504 plans, where applicable. Instruction will be differentiated as needed, based on student data and performance.</p>	<p>4A.1. Principal, Assistant Principal, Academic Coach</p>	<p>4A.1. Classroom observations conducted by administration and analysis of lesson plans and assessment data.</p>	<p>4A.1. Progress monitoring</p>		
<p><u>Mathematics Goal #4A:</u> The percentage of students making learning gains in math will increase from 59% (44 of the 75 students representing our lowest quartile) to 64% (48 of 75).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	59% (44 of 75)	64% (48 of 75)					
		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.		
<u>Mathematics Goal #4B:</u> n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	In 2012, 100% of students tested. 41% of students tested were proficient on the Math FCAT. Our target AMO of 51% was not met.	In 2013, our target AMO of 56% of students tested will score proficient on Math FCAT.	In 2014, our target AMO of 60% of students tested will score proficient on Math FCAT.	In 2015, our target AMO of 65% of students tested will score proficient on Math FCAT.	In 2016, our target AMO of 69% of students tested will score proficient on Math FCAT.	In 2017, our target AMO of 74% of students tested will score proficient on Math FCAT.
<u>Mathematics Goal #5A:</u> Our goal will be to increase proficiency of all students tested from 41% in 2012 to 73% in 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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian: Language barriers for some of our Hispanic students Lack of application in using higher order thinking /problem solving activities, lack of student engagement in learning activities, and lack of hands-on concrete experiences with mathematical concepts.</p>	<p>5B.1. Incorporate the CCSSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level, according to the standards-based goals on student IEPs and 504 plans, where applicable. Instruction will be differentiated as needed, based on student data and performance.</p>	<p>5B.1. Principal, Assistant Principal, Academic Coach</p>	<p>5B.1. Classroom observations conducted by administration and analysis of lesson plans and assessment data.</p>	<p>5B.1. Progress monitoring</p>		
<p><u>Mathematics Goal #5B:</u> The percentage of students in each ethnicity group listed below will decrease as noted in the 2013 expected level of performance. White: 66% (56 of 85) Black: 55% (12 of 22) Hispanic: 58% (52 of 90) Asian: 100% (1 of 1) American Indian: 0%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: 66% (56 of 85) Black: 55% (12 of 22) Hispanic: 58% (52 of 90) Asian: 100% (1 of 1) American Indian: 0%	White: 60% (51 of 85) Black: 50% (11 of 22) Hispanic: 53% (48 of 90) Asian: 100% (1 of 1) American Indian: 0%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. Language barriers for some of our ELL students</p> <p>Lack of application in using higher order thinking / problem solving activities, lack of student engagement in learning activities, and lack of hands-on concrete experiences with mathematical concepts.</p>	<p>5C.1. Incorporate the CCSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level, according to the standards-based goals on student IEPs and 504 plans, where applicable. Instruction will be differentiated as needed, based on student data and performance.</p>	<p>5C.1. Principal, Assistant Principal, Academic Coach</p>	<p>5C.1. Classroom observations conducted by administration and analysis of lesson plans and assessment data.</p>	<p>5C.1. Progress monitoring</p>		
<p><u>Mathematics Goal #5C:</u></p> <p>The percentage of students not making satisfactory progress in math will decrease from 22% to 20%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	22% (67 of 302)	20% (60 of 302)					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Lack of application in using higher order thinking / problem solving activities, lack of student engagement in learning activities, and lack of hands-on concrete experiences with mathematical concepts.	5D.1. Incorporate the CCSSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level, according to the standards-based goals on student IEPs and 504 plans, where applicable. Instruction will be differentiated as needed, based on student data and performance.	5D.1. Principal, Assistant Principal, Academic Coach	5D.1. Classroom observations conducted by administration and analysis of lesson plans and assessment data.	5D.1. Progress monitoring		

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of students not making satisfactory progress in math will decrease from 12% to 10%.							
	12% (35 of 302)	10% (30 of 302)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Lack of application in using higher order thinking / problem solving activities, lack of student engagement in learning activities, and lack of hands-on concrete experiences with mathematical concepts.	5E.1. Incorporate the CCSS for mathematical practice at each grade level with emphasis on the critical areas at that grade level, according to the standards-based goals on student IEPs and 504 plans, where applicable. Instruction will be differentiated as needed, based on student data and performance.	5E.1. Principal, Assistant Principal, Academic Coach	5E.1. Classroom observations conducted by administration and analysis of lesson plans and assessment data.	5E.1. Progress monitoring		
<u>Mathematics Goal #5E:</u> The percentage of students not making satisfactory progress in math will decrease from 92% to 83%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	92% (279 of 302)	83% (274 of 302)					

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		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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.	5B.1.	5B.1.	5B.1.		

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

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

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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.		

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional							
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Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	K-5	Principal, Assistant Principal, Academic Coach	K-5	Monthly PLCs and staff meeting opportunities	District and school-based teams will follow-up with staff regarding successful implementation of professional development.	District CCSS Implementation Team and School-based CCSS team

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Lack of hands-on experience to reinforce science concepts.	1A.1. Master schedule will reflect one 45-minute science lab period for each 3 rd through 5 th grade class.	1A.1. Principal, Assistant Principal, Academic Coach	1A.1. Observation of lab periods by administration	1A.1. Performance Matters Benchmark Data, 2013 Science FCAT		
Science Goal #1A: The percentage of students scoring at achievement level 3 in science will increase from 27% to 30%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	27% (27 of 101)	30% (30 of 101)					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Lack of hands-on experience to reinforce science concepts.	2A.1. Master schedule will reflect one 45-minute science lab period for each 3 rd through 5 th grade class	2A.1. Principal, Assistant Principal, Academic Coach	2A.1. Observation of lab periods by administration	2A.1. Performance Matters Benchmark Data, 2013 Science FCAT		
Science Goal #2A: The percentage of students scoring at achievement levels 4 and 5 in science will increase from 11% to 12%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	11% (11 of 101)	12% (12 of 101)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Science Goal #2B: n/a	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AIMS Workshop	K-5	Teachers who attended summer workshops	K-5	Current school PD calendar reflects PLC on Tuesdays for professional development.	Classroom observations and lesson plans	Principal and Assistant Principal

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

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

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Lack of teacher experience with writing at K-3.	1A.1. Teachers will apply strategies learned at FCAT 2.0 Writing Training held at each school and incorporate writing into the content areas.	1A.1. Principal, Assistant Principal, Academic Coach	1A.1. Monitoring writing scores including district prompts.	1A.1. Performance Matters Writing Data and FCAT 2.0 Writing data		
<u>Writing Goal #1A:</u> The percentage of students scoring at achievement level 3.0 or higher in writing will increase from 60% to 66%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	60% (63 of 105)	66% (69 of 105)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing Training	K-5	Academic Coaches	K-5	September 2012	Review of writing data in Performance Matters and continued observations and coaching.	Principal, Assistant Principal, Academic Coach

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

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

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

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

End of Civics Goals

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

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

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

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

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

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

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U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Lack of emphasis on the importance of whole-day school attendance.	1.1. The school's Hip Hip Hooray program rewards those classes in which all students are present all day, with no tardy or absent students.	1.1. Principal, Assistant Principal	1.1. Daily analysis of attendance data	1.1. Attendance data report		
Attendance Goal #1: Nocatee will increase the average percentage of students present each day by 2%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	94% (569 of 625)	96% (600 of 625)					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	37 %(231 of 625)	35% (218 of 625)					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	6%(38 of 625)	5% (36 of 625)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

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

Attendance 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

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. All school personnel have not been trained in the Leader In Me Habits.	1.1. The development of the Lighthouse Committee (made up of teachers across the school) will create learning opportunities at each grade level.	1.1. Principal and Assistant Principal	1.1. Track the number of suspensions	1.1. Principal Viewer		
Suspension Goal #1: It is our goal to reduce the number of suspensions during the year 2012-13. Leader In Me Habits will be demonstrated throughout the entire school to encourage positive behavior and reduce negative behaviors that result in suspensions.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	n/a	n/a					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	2% (11 of 625)	2% (10 of 625)					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	n/a	n/a					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Leader in Me Training	K-5	Robin Seay/ Principal	K-5	August 2012 and periodic training throughout the year	Observation of Leader In Me Habits across the school	Principal, Assistant Principal

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

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

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. After students depart Nocatee Elementary School, we are unable to provide motivation that may aid in graduation rate.	1.1. Communicate with middle and high school guidance departments in order to maintain continued relationships.	1.1. Guidance Counselor	1.1. Review drop-out prevention and graduation data at district level.	1.1. Drop-out prevention and graduation rate report		

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<p><u>Dropout Prevention</u> Goal #1:</p> <p>In an effort to help prevent students from dropping out in later years, Nocatee has undertaken steps to try to prevent students from falling one or more grades behind. In first and second grade, we have targeted students that are already behind and have grouped them with excellent teachers with the skills to accelerate them. The goal is to move these students one and one and a half years in one year. This will reduce the chances of these students dropping out of school at some later time due to multiple retentions.</p>	<u>2012 Current</u> Dropout Rate:*	<u>2013 Expected</u> Dropout Rate:*					
	n/a.	n/a					
	<u>2012 Current</u> Graduation Rate:*	<u>2013 Expected</u> Graduation Rate:*					
	n/a	n/a					
		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						
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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Panel meetings	K-5	Academic Coach	K-5	2-3 times per year	Regularly review the data	Principal, Academic Coach

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Lack of parent notification	1.1. Reminder stickers home, OneCall notificatons, notes home in English and Spanish, reminders on the morning announcements. Nocatee has a full-time parent involvement specialist who organizes events and hosts parent involvement training.	1.1. Principal/Parent Involvement Specialist	1.1. Data collection	1.1. Sign-in sheets		

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<u>Parent Involvement Goal #1:</u> 55% (341 of 625) Estimate based on special event sign-in sheets, conference records and teacher input.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	55% (341 of 625)	58% (362 of 625)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>The school will explore STEM to determine additional ways to implement science, technology, engineering and math in an integrated format.</p>	<p>1.1. Teachers are unfamiliar with STEM and methods of integration.</p>	<p>1.1. PD360 will be used to educate teachers on strategies for integrating STEM into their curriculum.</p>	<p>1.1. Principal</p>	<p>1.1. Teacher observations and weekly lesson plan review.</p>	<p>1.1. Observation 360</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)</p>						
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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD360	K-5	Various Online Facilitators and Academic Coach	K-5	Ongoing throughout the year	PD 360 reports will be monitored by administration.	Principal

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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Grand Total:

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

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will meet monthly on the second Thursday of the month. The SAC will review and monitor the progress of the School Improvement Plan goals, approve funding for special projects, and promote parent and community involvement.

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Describe the projected use of SAC funds.	Amount