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: Whispering Winds Charter School	District Name: Levy
Principal: J. Suzann Cornell, Ph.D.	Superintendent: Robert Hastings
SAC Chair: Paul Carlson	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	J. Suzann Cornell	Ph.D., Educational Leadership M.Ed, Special Education B.S. Sports Administration/Exercise & Sports Sciences	9	9	School Grades: 04-05: B; 05-06 C; 06-07: F; 07-08: B; 08-09: C; 09-10; B: 10-11: B; 11-12: C Lowest 25% : 04-05: Math 49; Reading 53; 05-06: Math 28; Reading 40; 06-07 Math 63; Reading 65; 08-09 Math 43; Reading 55; 09-10 Math 58; Reading 61; 10-11 Math 70; Reading 50;
Assistant Principal	None	n/a	n/a	n/a	n/a

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

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)
Math	Debbie Dye	B.A., Elementary Education	4	2	School Grades: 04-05: B; 05-06 C; 06-07: F; 07-08: B; 08-09: C; 09-10; B: 10-11: B; 11-12: C Lowest 25% : 04-05: Math 49; Reading 53; 05-06: Math 28; Reading 40; 06-07 Math 63; Reading 65; 08-09 Math 43; Reading 55; 09-10 Math 58; Reading 61; 10-11 Math 70; Reading 50;
Reading	Dorie Hardee	M.Ed. Reading Endorsement	5	5	School Grades: 04-05: B; 05-06 C; 06-07: F; 07-08: B; 08-09: C; 09-10; B: 10-11: B; 11-12: C Lowest 25% : 04-05: Math 49; Reading 53; 05-06: Math 28; Reading 40; 06-07 Math 63; Reading 65; 08-09 Math 43; Reading 55; 09-10 Math 58; Reading 61; 10-11 Math 70; Reading 50;

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. We will always struggle to maintain good teachers as charter schools have a lower pay scale, lower benefits than their District counterparts, and at our school serve an at-risk population. All we can offer is a high quality work environment.	Principal	Ongoing
2.		

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Although my 2nd and 3rd grade teachers were deemed not highly effective, I do not agree. We did what research indicates and put our best teachers with the neediest students, and they taught children who were significantly below grade level, have cognitive disabilities and severe learning disabilities. The 2nd grade teacher had an autistic non-reader who went from a non-reader to the highest reader in 2nd grade. I refuse to believe she is not highly effective.	The only thing we could do would be to put the on-grade level or higher students with the best teachers to skew the data. That would not benefit the neediest students, so our data will more than likely continue to show our best teachers as less than "highly effective."

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
8	25%	25%	25%	25%	42.8%	25%	37.5%	0	12.5%

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.

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Smith	J. Suzann Cornell	Experience	Modeling, Providing resources
Jessica Sloan	Dorie Hardee	Experience	Modeling, instructional resources

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

Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies, Title I, Part A, programs are coordinated through the District.
Title I, Part C- Migrant
Title I, Part D
Title II Used for professional development for Write Reflections, Orton
Title III
Title X- Homeless We comply with all District and State rules providing assistance and services to the homeless. We also provide a clothes closet for families to have free uniforms and jackets.
Supplemental Academic Instruction (SAI) The District coordinates with local tutoring companies to provide SAI.
Violence Prevention Programs We supply information provided to us by Children and Family Services
Nutrition Programs We provide healthy meals in our lunchroom and teach about proper nutrition in the classrooms and at P.E. We have a Wellness Committee that coordinates with the District Wellness Committee to learn about new programs to help provide additional information to our school.
Housing Programs
Head Start
Adult Education

Career and Technical Education Our 3rd through 5th grade students begin making plans for college and careers by talking and writing about career goals.
Job Training
Other

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The MTSS team is comprised of the ESE teacher, the Academic Teacher, the Reading Coach and Testing Coordinator
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? After the end of the beginning year assessments, we meet and list children we feel may be at risk. We begin meeting with parents and providing interventions to ensure each child remains on target. We continue through the MTSS process as needed.
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?   The MTSS team will meet with the SAC/SIP team to outline the process used for interventions and insure the process reflects the school mission and philosophies.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. iReady, FAIR, Performance Matters, Behavioral Intervention Plan. We also use anecdotal information from the teacher, speech, language and occupational therapists.
Describe the plan to train staff on MTSS. Staff members will participate in MTSS training during preplanning and in-service days.
Describe the plan to support MTSS. We meet regularly to discuss needs of each child at the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). At our small school of only 7 teachers, all teachers and the Principal are the LLT
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Recommendations are made by the teacher, the Principal makes classroom observations, the Reading Coach provides modeling lessons, the Principal and Reading Coach provide in-service training to teachers.
What will be the major initiatives of the LLT this year? To focus on the extended hour of reading instruction to develop strategies based on the outline provided by the State of Florida. We will progress monitor quarterly to assess the effectiveness of chosen strategies. We will provide training and feedback for teachers that will positively affect classroom instruction. The Principal and District Team will conduct Classroom Walkthroughs to provide additional research based strategies to the teachers.

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

We do not have a pre-school, but have a Kindergarten Day each year for incoming kindergarteners

*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?

n/a

*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?

n/a

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Many students demonstrate poor use of grade level appropriate vocabulary	1A.1. Students will increase vocabulary by listening to grade level read aloud. Teachers will assist students in making connections to essential vocabulary words.	1A.1. Grade level teachers, Reading Coach, Principal	1A.1. Teachers will display new vocabulary words on board or Smartboard	1A.1. Student vocabulary journals
Reading Goal #1A: 45% of WWCS students in grades 3-5 will score at or above grade level in Reading	2012 Current Level of Performance:* 36%	2013 Expected Level of Performance:* 45%					
			1A.2. Student exhibit lack of comprehension skills	1A.2. Students will increase independent reading time at home and at school and use forms to summarize text.	1A.2. Grade level teachers, Reading Coach, Principal	1A.2. Students will maintain reading log in their daily planner. Parents will sign off on home reading.	1A.2. Teacher will check reading logs and discuss summaries.
			1A.3. Students often exhibit a lack of "content knowledge" and poor exposure to a wide range of vocabulary	1A.3. Each class will utilize a wide range of trade books, magazines, Discovery videos, and other media to increase exposure to a wide array of vocabulary words	1A.3. Grade level teachers, Reading Coach, Principal	1A.3. Students will record new and unique words and definitions and contexts of those words in their vocabulary journal	1A.3. Student vocabulary journals
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. The child has multiple disabilities affecting her ability to read (visual), comprehend (cognitive) and follow multi-level instructions.	1B.1. The child has the benefit of an aide to assist her in most activities. She has assistive technology to assist her in independent work.	1B.1. Grade Level teacher, instructional aide, ESE teacher	1B.1. Test scores	1B.1. Florida Alternate Assessment
Reading Goal #1B: We have only one child in this category	2012 Current Level of Performance:* Level 4	2013 Expected Level of Performance:* Level 5					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Students are not challenged to read outside of the traditional reading block.	2A.1. We are pulling a group of children out for an advanced reading group where the focus will be inquiry learning. Students will generate new questions, ask questions, create hypotheses, investigate, construct new knowledge, discuss and reflect on discoveries, and apply new knowledge	2A.1. Reading Coach	2A.1. Student work product. Student conversation, use of vocabulary, thinking skills.	2A.1. Teacher observation, summative evaluation.
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2A.2. There is a need for a wider range of reading materials.	2A.2. Teachers, parents and community support will work together to get donations of a wider range of reading materials to promote high interest in reading.	2A.2. All WWCS staff.	2A.2. Number of donated reading materials.	2A.2. Observation, count.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. A large percentage of children enrolling in our school come to us already well below grade level in reading.	3A.1. Students will be given extended learning opportunities in an extended day. One hour after each school day will be devoted solely on reading. Strategies will include differentiation in small group instruction as well as whole group reading. All instruction will have a research base.	3A.1. Principal, Reading Coach, Grade Level teachers	3A.1. Use progress monitoring of i-Ready, FAIR and LIA as well as classroom assessments to continually monitor progress of students	3A.1. I-Ready, FAIR, LIA, classroom assessments
Reading Goal #3A: 43% of WWCS students made learning gains in reading	2012 Current Level of Performance:* *43%*	2013 Expected Level of Performance:* *60%*					
			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 reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. See 3A	4A.1. See 3A	4A.1. See 3A	4A.1. See 3A	4A.1. See 3A
Reading Goal #4: As we are a small school with only one class per grade level, our bottom quartile is the same as our reading gains.See 3A	2012 Current Level of Performance:* *See 3A*	2013 Expected Level of Performance:* *See 3A*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: Students are often unable to generalize reading strategies across a variety of texts.	5B.1 Teachers will provide opportunities for students to apply reading strategies to text during small group instruction.	5B.1. Grade level teachers, Principal, Reading Coach.	5B.1. Collect, analyze, discuss, student data Weekly mini-assessments	5B.1. Benchmark mini-assessments	
Reading Goal #5B: 60% of white students will make satisfactory progress in reading Our sub-groups are white, economically disadvantaged, and SWD	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2. Many children have limited background knowledge due to limited experiences	5B.2. Field trips related to educational goals. Increased use of Discovery Education	5B.2. Principal, Grade level teachers	5B.2. Build knowledge of subject prior to field trip. After field trip have students submit projects, write summaries or have assessments on the trip, exhibiting knowledge.	5B.2. Assessments of projects, summaries, assessments.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: We have only one ELL student, who is also a SWD.	2012 Current Level of Performance:* *n/a*	2013 Expected Level of Performance:* See goals for SWD					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Students lack knowledge of phonics, phonemic awareness, vocabulary, fluency and comprehension.	5D.1. Instruction in Orton-Gillingham and LiPS. This will enable students to decode in order to read more fluently.	5D.1. Principal, grade level teachers, instructional aides, Reading Coach	5D.1. Ongoing progress monitoring of phonics, phonemic awareness.	5D.1. Lindemood Bell assessment
Reading Goal #5D: Enter narrative for the goal in this box.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2. Students are often at least one grade level behind their grade level peers in reading	5D.2. Differentiate instruction using small groups.	5D.2. Grade level teachers, Principal, Reading Coach	5D.2. Progress monitoring using fluency, comprehension, and vocabulary tests.	5D.2. LIA, i-READY, FAIR
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Children often lack reading materials in the home of high interest.	5E.1. Provide a wide range of reading materials for high interest.	5E.1. All instructional staff.	5E.1. Continual inventory of reading materials.	5E.1. Inventory
Reading Goal #5E: 85% of our students are economically disabled, so strategies used for those children are the same as strategies used across the curriculum.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2. Poor vocabulary and background knowledge	5E.2. Use read alouds, including current events and mysteries to increase interest in reading.	5E.2. Grade level teachers, Principal, Reading Coach	5E.2. Deep questioning from teacher	5E.2. Track responses
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Write Reflections	K-5	Trainer	All teachers, 3 aides	Pre-planning week	Use of Write Reflections color strategies on student writing	Grade Level teachers
Everyday Math	K-5	Trainer	All teachers	Pre-planning week	Strategies in effective teaching of Everyday Math	Grade Level teachers

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

17

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

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
Read Naturally	Tapes, Recorder, Books	FTE	$1,200
LiPS	Phonemic System	Trained teachers on staff	Previous training
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
i-Ready	Assessment and Instruction	FTE	$54/child
Earobics	Phonemic instruction	FTE	$349/clinic cd
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Orton-Gillingham Training	Train the Trainer training	Title I	$1500.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
We are using STARS and CARS from curriculum resources as a supplement to the reading basal	Strategies to Achieve Reading Success (STARS) is as it says, and CARS is the Comprehensive Assessment component	FTE	$1,328.00
			Subtotal:
			Total:

End of Reading Goals

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

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. CELLA Goal #1: We have only one ELL student, who is also autistic. His autism needs are greater than his ELL needs, so we our focus is on his ESE rather than ELL goals.	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: This student did not take the FCAT last year.	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

CELLA Budget (Insert rows as needed)

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

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

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. We believe strongly in our math curriculum, Everyday Math, but over 80% of our students in grades 3-5 did not begin with us at Kindergarten and did not learn Everyday Math methodology and concepts.	1A.1. We will utilize a math coach to work with children to increase familiarity with Everyday Math concepts.	1A.1. Math Coach, Principal, Grade level teachers	1A.1. Ongoing progress monitoring	1A.1. i-Ready, LIA
Mathematics Goal #1A: 75% of our students in grades 3-5 will score at grade level or above on FCAT 2.0 math	2012 Current Level of Performance:* 60% of students in grades 3-5 scored at grade level or above on FCAT 2.0 math	2013 Expected Level of Performance:* *75% of student in grades 3-5 will score at or above grade level on FCAT 2.0*					
			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. The child has multiple disabilities affecting her ability to read (visual), comprehend (cognitive) and follow multi-level instructions.	1B.1. The child has the benefit of an aide to assist her in most activities. She has assistive technology to assist her in independent work.	1B.1. Math Coach, Grade Level Teacher, Instructional Aide	1B.1. Ongoing progress monitoring, Change in FCAT score	1B.1. Teacher made assessments; Florida Alternative Assessment
Mathematics Goal #1B: We have only one child taking the AA	2012 Current Level of Performance:* Level 4	2013 Expected Level of Performance:* Level 5					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Time to work in additional enrichment time in a packed schedule.	2A.1. Use a portion of the assigned math time to go with the Math Coach for enrichment activities	2A.1. Math Coach, Grade Level Teacher, Principal	2A.1. Scale score improvement	2A.1. FCAT
Mathematics Goal #2A: Students scoring at levels 4 and 5 in mathematics will be working in small groups with enrichment activities.	2012 Current Level of Performance:* 18.9% of students scored a level 4 or 5 on the 2012 FCAT	2013 Expected Level of Performance:* 20% of students will score a level 4 or 5 on the 2013 FCAT					
			2A.2. 33.3% of the students who scored at levels 4 or 5 have either moved or are currently in middle school.	2A.2. None	2A.2. n/a	2A.2. n/a	2A.2. n/a
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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. Many students at our school transfer back to the traditional school once they achieve grade level expectations.	3A.1. Provide extra assistance to the children who scored a level 3 on the FCAT to move them to a level 4 or 5	3A.1. Math Coach, Grade Level teacher, Principal	3A.1. Change in FCAT scores	3A.1. FCAT
Mathematics Goal #3A: 75% of WWCS students made learning gains in math.	2012 Current Level of Performance:* 75% of students made learning gains	2013 Expected Level of Performance:* 80% of students will make learning gains					
			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.
Mathematics Goal #3B:	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. See 1A	4A.1. See 1A	4A.1. See 1A	4A.1. See 1A	4A.1. See 1A
Mathematics Goal #4: The same as for learning gains because of our low numbers.	2012 Current Level of Performance:* *See above*	2013 Expected Level of Performance:* *See above*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	75% at or above grade level	80% at or above grade level	85% at or above grade level	90% at or above grade level	95% at or above grade level	100% at or above grade level
Mathematics Goal #5A: We will reduce the achievement gap of children who enter WWCS as kindergarteners and continue through 5th grade							

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.	
Mathematics Goal #5B: Our subgroups are white, economically disadvantaged, and SWD	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: We have only one child, who is autistic, see goals for SWD	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. The majority of our SWD have difficulty understanding more abstract problems.	5D.1. Provide practice and simulations of abstract problems with small group instruction.	5D.1. Math Coach, Grade Level Teacher, ESE Teacher	5D.1. Ongoing Assessments	5D.1. i-Ready, LIA
Mathematics Goal #5D: 75% of SWD will score at or above grade level in mathematics	2012 Current Level of Performance:* 65% of SWD scored at or above grade level on the FCAT	2013 Expected Level of Performance:* 75% of SWD will score at or above grade level on the FCAT					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: **82% of our students our economically disadvantaged, so they are served in our general curriculum.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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

<u>Mathematics Professional Development</u>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Everyday Math	K-5	Trainer	All instructional staff	Pre-planning	Observation/Test Scores	Principal/Math Coach

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
STAMS/CAMS	Strategies to Achieve Math Success	FTE	$1,320.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
i-Ready Instruction and assessment	Computer based targeted instruction	FTE	$1,503.00
			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

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Students have limited background knowledge of science	1A.1. Increase interest and knowledge with Discovery Education online with leveled intervention lessons	1A.1. Grade level teacher, Principal	1A.1. Ongoing assessments	1A.1. LIA, FCAT
Science Goal #1A: 55% of our students will perform at or above grade level in science	2012 Current Level of Performance:* 44%	2013 Expected Level of Performance:* 55%					
			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.
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

August 2012
Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

End of Elementary and Middle School Science Goals

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

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
PD360	5	online	Science teacher	Early release	Online	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
Discovery Education	Science videos, activities	FTE	$800
			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 Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: 65% of students will perform at or above grade level in writing	1A.1. Students often do not use proper grammar and have poor knowledge of sentence structure. Many children with disabilities have reading disabilities affecting their writing.	1A.1. Use color coded Write Reflections strategies to help them understand writing concepts	1A.1. Grade level teachers, Principal	1A.1. Ongoing assessments	1A.1. Write Score, FCAT
2012 Current Level of Performance:* — 50% 2013 Expected Level of Performance:* — 65%	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. Writing Goal #1B: *Enter narrative for the goal in this box.*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write Reflections	K-5	Trainer	All teachers	Pre-planning	Writing assessments/CWT	Principal/Grade level teachers

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write Reflections Curriculum	Notebook of strategies	FTE	$500
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write Reflections	Training	FTE	$1200
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

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

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

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

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

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

Attendance Goal(s)

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

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

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: *Enter narrative for the goal in this box.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	Enter numerical data for current number of in-school suspensions	*Enter numerical data for expected number of in-school suspensions*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	Enter numerical data for current number of students suspended in-school	*Enter numerical data for expected number of students suspended in- school*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	Enter numerical data for current number of students suspended out- of- school	*Enter numerical data for expected number of students suspended out- of- school*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	Enter numerical data for current number of students suspended out- of- school	*Enter numerical data for expected number of students suspended out- of- school*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

August 2012
Rule 6A-1.099811
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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 Dropout Prevention Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

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 Parent Involvement Goal #1: This is not an issue as we have a mandatory parent volunteer policy *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* 90%	2013 Expected Level of Parent Involvement:* 100%	1.1. Many parents work multiple jobs and have few resources	1.1. Provide opportunities for varied tasks	1.1. All staff	1.1. Sign-in sheets, record of work	1.1. Records
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

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

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

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

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

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

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: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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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Rule 6A-1.099811
Revised April 29, 2011

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

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

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

End of Additional Goal(s)

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

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:
	Grand Total:

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☐Yes ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☐ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount