

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: Boulevard Heights Elementary	District Name: Broward
Principal: Ricardo Garcia-Nieves	Superintendent: Robert Runcie
SAC Chair: Matthew Petersen	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	Dr Ricardo Garcia	<p>Doctor of education Educational Leadership (all levels) Political Science (6-12) School Principal (all levels)</p>	2	20	<p>2011-2012 School Grade: B Reading: 53% Math 48% Writing 77 % Science 40% Learning Gains Reading: 68 % Learning Gains Math: 68% Lowest 25% Reading: 77% Lowest 25% Math: 50%</p> <p>2010-2011 School Grade A Reading: 74%, Math: 76% Science: 57%, Writing: 91% Learning gains reading: 59% Learning gains math: 61% Lowest 25% reading:58% Lowest 25% math: 65% AYP not met</p> <p>Principal at Nova Middle 2009-2010 School Grade A Reading: 75%, Math: 75% Science: 53%, Writing: 97% Learning gains reading: 66% Learning gains math: 73% Lowest 25% reading:65% Lowest 25% math: 64% AYP not met</p>
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Assistant Principal	Kristi Burdick-Rippo	Masters of Educational Leadership (all levels) Bachelor of Science in Early Childhood Education	1	10	<p>2011-2012 School Grade: B Reading: 53% Math 48% Writing 77 % Science 40% Learning Gains Reading: 68 % Learning Gains Math: 68% Lowest 25% Reading: 77% Lowest 25% Math: 50%</p> <p>Math Coach: A.C. Perry Elementary 2010- 2011 Grade A - Reading Mastery- 76% - Reading Learning Gains- 69% - Mathematics Mastery- 82% - Mathematics Learning Gains- 66% - Lowest 25% making Reading Learning Gain %- 73% - Lowest 25% making Mathematics Learning Gain %- 67% - Writing Mastery- 96% - AYP Status (No)- 90% of Indicators Met</p> <p>Math Coach: A. C. Perry Elementary 2009-2010 Grade A - Reading Mastery- 74% - Reading Learning Gains- 63% - Mathematics Mastery- 87% - Mathematics Learning Gains- 66% - Lowest 25% making Reading Learning Gain %- 57% - Lowest 25% making Mathematics Learning Gain %- 76% - Writing Mastery- 92% - AYP- All subgroups met AYP</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)

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. NESS: Teachers new to Boulevard Heights Elementary are matched with a coach (whether in NESS or not) to assist teacher in adjusting to the school, the processes and procedures within	Theresa Uraga – NESS Liaison	On-going
2. Social Committee/Morale Builders	Theresa Uraga – NESS Liaison	On- going
3. Professional Staff Development	Theresa Uraga – NESS Liaison	On- going
4. Professional Learning Communities	Theresa Uraga – NESS Liaison	On- going

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Non-Highly Effective Instructors

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

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

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

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
38	3%					100%			

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
Mrs. Orta	Ms. Salgado	Professional Development	Weekly meetings to discuss strategies that impact student achievement and behavior management. Observation and feedback provided by administration and mentor

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Mr. Merone	Ms. Seligman	Professional Development	Weekly meetings to discuss strategies that impact student achievement and behavior management. Observation and feedback provided by administration and mentor
Ms. Valiente	Mrs. Uraga	Professional Development	Weekly meetings to discuss strategies that impact student achievement and behavior management. Observation and feedback provided by administration and mentor

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I funds provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement Funds are utilized to fund academic parent nights that provide parents with new skills to support student learning at home. Monies are used to purchase food, materials and supplies and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title I funds. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III The Multicultural department provides ESOL instructional materials to be used with ELL students. ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. Support Instructional programs: Oxford Let's Begin & Let's Go, Rigby Readers, CAVS Math & Science. They also provide an ESOL Coach/Coordinator to hold all ESOL meetings and complete official ESOL testing. ESOL paraprofessional will be scheduled to meet with ELL students and provide individual assistance in areas of identified weakness using Great Leaps and monitoring using weekly check points.
Title X- Homeless
Supplemental Academic Instruction (SAI) Additional teacher support during the school day to assist with low performing students

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<p>Violence Prevention Programs</p> <p>Boulevard Heights Elementary implements the County Student Code of Conduct and the District Discipline Matrix. Our school enforces the Anti-Bullying Policy and has zero tolerance for bullying and violence. These programs are supported through Conflict Mediation, student assemblies, Crime Watch/Safety Patrol, the Broward County adopted character traits and guest speakers.</p>
<p>Nutrition Programs</p> <p>Nutritional programs and health education are an integral part of our Unified Arts Program. We have also partnered with the University of Florida for a series of Family Nutrition Assemblies K-3.</p>
<p>Housing Programs</p>
<p>Head Start</p> <p>Head Start Class - To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. An end of the year Teaching Strategies Gold report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.</p> <p>Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for Kindergarten Roundup events at our school.</p>
<p>Adult Education</p>
<p>Career and Technical Education</p>
<p>Job Training</p>
<p>Other</p> <p>Tier III guidance groups, Listeners Program</p>

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Identify the school-based RtI Leadership Team. Dr Ricardo Garcia (Principal) Kristi Burdick-Rippo (Assistant Principal) Margaret Puebla (School Psychologist) Margaret Satz (Guidance Counselor) Theresa Uraga (ESE Specialist) Julie Makagon (Speech/Language Pathologist) (School Social worker)
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? Students, including (Tier 2 & 3) are brought to the collaborative problem solving team (CPST) for a variety of reasons: initial behavior and/or academic concerns, monitoring of behavior and/or academics, social/welfare issues. Data is discussed with team and recommendation, research based interventions and results discussed/progress monitored. CPST meetings are held every Wednesday to discuss items above.
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? Collaborative problem solving team members are represented on the school improvement team and collaborate with plan development and implementation. Teacher implements researched based interventions based on students identified deficiencies and resources. Teacher reassesses student and reconvenes with collaborative problem solving team to review results. District resources accessed if students are resistant to intervention. SIP progress and monitoring is done through committee meetings individual teacher data chats, mini-assessments, BAT I&II, progress monitoring data points
MTSS Implementation

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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.

Baseline data:

Florida Comprehensive Assessment Test-FCAT, Broward Assessment Test (Bat 1 & 2 for reading and math)

Florida Assessment Inventory of Reading (FAIR), Cella.

Progress monitoring Data points: Progress Monitoring and Reporting Network (PMRN), Mini Assessments, FCAT simulation, FCAT Explorer reports, River Deep Reports, i-station and compass reports

Diagnostic Assessments:

Diagnostic Assessment of Reading DAR.

IRI's, Running Reading Records, Reading and math inventory tests applicable.

Describe the plan to train staff on RtI.

End of year:

FCAT, FAIR, Primary reading and math tests for gr 1-2,

School Wide Florida's Continuous Improvement Model

Describe the plan to train staff on MTSS.

Teachers will be trained on the updates during pre-planning.

Team leaders will provide follow up training at weekly team meetings.

Podcasts regarding RtI will be shared with staff at faculty meetings using Learning Village.

Teachers new to BHE will be trained by guidance/school psychologist and/or team leader.

Updates will be provided at CPST mtgs, leadership mtgs and staff mtgs as needed.

Describe the plan to support MTSS.

Monthly meetings with RTI team will be held.

Throughout the month teachers may make appointments with the Guidance Counselor for RTI support

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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<p>Identify the school-based Literacy Leadership Team (LLT). Support Staff : Margaret Puebla (School Psychologist) Margaret Satz (Guidance Counselor) Theresa Uraga (ESE Specialist) Julie Makagon (Speech/Language Pathologist) Paula Aromiello (Mico-Tech Specialist)</p> <p>Team Leaders: (Jodi Rice, Deanna Kastler, Ann Marie Norce, Dr. Miranti Murphy, Margareth Garcia, Matt Petersen)</p> <p>Administration: Dr Ricardo Garcia (Principal) Kristi Burdick- Rippo Assistant Principal</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <ol style="list-style-type: none">1. Administration meets with Support staff monthly (week one) - members share accomplishments, items team is working on and items that require assistance.2. Team leaders meet with Administration monthly (week two) to monitor the progress of students (mini-bats, fluency, RtI students and identified AYP subgroups), share accomplishments, items team is working on and items that require assistance, information relevant to instruction and teams receive information pertinent to the running of the school.3. Administration meets with Faculty monthly (week four)
<p>What will be the major initiatives of the LLT this year?</p> <p>Implementation of parent engagement plan involving BHE's new Character Education Toolbox.</p>

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.

Parents and kindergarten students are invited to a kindergarten orientation the Friday before the beginning of the school year. Students get to see their class with their parents and meet their teacher and review first day/week procedures.

“Donuts/Tissue Day” sponsored by PTA (donuts and juice for the parents) and coordinated by guidance counselor, provides parents with a place to say good bye to their child on the first day of school.

In the spring, community day care facilities and incoming kindergarten families are invited to a Kindergarten roundup/orientation for the following school year. Information is posted on the school's website and flyers are sent to all community day care facilities and incoming kindergarten families.

All attending receive an overview of all programs offered at BHE as well as a tour of the facilities and classrooms.

****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.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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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. Students lack consistent skills in the area of fluency</p>	<p>1A.1. Continuous monitoring of students via daily small group differentiated instruction utilizing the Fluency Builders in the Treasures reading series, Quick Reads, Great Leaps, and Voyager, instruction</p>	<p>1A.1. Team Leaders</p>	<p>1A.1. Progress Monitoring Fluency Assessments in Treasures reading series (Pre, Mid, and Post) Voyager Fluency Benchmark</p>	<p>1A.1. Pre, Mid and Post Fluency Tests from Treasures Reading Series/Benchmark fluency probes, Florida Comprehension Assessment Test (FCAT)</p>		
<p><u>Reading Goal #1A:</u> By June 2013, 56 % of students in grades 3-5 will demonstrate proficiency (FCAT level 3) in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>53%</p>	<p>56 %</p>					

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		1A.2. Students lack consistent skills in the area of comprehension	1A.2. Daily small group differentiated reading instruction: Double Dosing students daily Using STARS, SUPER QAR, Leveled Readers, and integrating technology into instruction through i-station and Voyager	1A.2. Team Leaders	1A.2. . Teachers will monitor growth/gains from initial testing of comprehension from Treasures Placement Test with the assessments given throughout the year including but not limited to administration of Benchmark Assessment Tests 1 & 2(BAT) Mini Benchmark Assessment Tests (Mini BATS) DAR Voyager Adventure Checkpoint	1A.2. Mid year reading assessment, Florida Comprehension Assessment Test (FCAT)	
		1A.3. . Students grasp/gain proficiency in concepts at a slower pace than others.	1A.3. Students will be provided with differentiated instruction, small groups, and BEEP lessons	1A.3. Team Leaders	1A.3. . CWT targeting small group instruction, biweekly teacher-led data chats with students to discuss present level of performance and adjustments made to plan for learning.	1A.3. Harcourt Treasures Reading Assessments, BAT, and FCAT	
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 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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. A barrier for students achieving proficiency in reading is the proper use of technology.</p>	<p>2A.1. Students will check out Accelerated Reader books or use the Treasures leveled books on a weekly basis. Teachers will utilize the laptop carts and sign up for open times in the computer lab, reference and research rooms and digital classrooms.</p>	<p>2A.1. Media Specialist and Microtech</p>	<p>2A.1. The amount of class participation in the program</p>	<p>2A.1. Post- tests from each: AR, Compass Odyessy, FCAT Explorer.</p>		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June of 2013, 30% of students in grades 3-5 will demonstrate above proficiency (FCAT Level 4 and 5) in reading.							
	27 %	30 %					
		2A.2. Students lack a variety of learning strategies that aid in higher order thinking skills - comprehension	2A.2. . CRISS Strategies 9 High Yield Strategies Higher Order Thinking Strategies with the use of novels Treasures Reading Series Above Level Lessons and Activities Differentiated Instruction	2A.2. Instructional Coach	2A.2. Treasures Placement Test Benchmark Assessment Tests Mini Benchmark Assessment Tests (Mini BATS)	2A.2. Mid and End of year tests through Treasures and Florida Comprehension Assessment Test (FCAT)	
		2A.3. Students lack a strong reading vocabulary	2A.3. Small group differentiated instruction using • Treasures Reading series vocabulary lessons and activities for Above Level students	2A.3.	2A.3. Vocabulary Workshop Unit Assessment Tests Benchmark Assessment Test Mini Benchmark Assessment Tests (Mini BATS)	2A.3. Florida Comprehension Assessment Test (FCAT)	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: <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>					
		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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Students have different learning styles and needs</p>	<p>3A.1. ESE and LEP students will be matched with programs to meet additional needs through the struggling readers chart and analysis of individual DAR screening results</p>	<p>3A.1. Team Leaders ESE Specialist, ESOL Coach</p>	<p>3A.1. In addition to teacher/student data chats, the DAR screenings (Pre/Mid/Post) - will provide teachers with information needed to make adjustments to individual learning plans</p>	<p>3A.1. DAR, CELLA, IPT</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June of 2013, 68% of students in grades 4-5 will demonstrate learning gains in reading as documented by the FCAT and as defined by the Florida School Grading System.							
	68%	71%					
		3A.2. A barrier for students achieving learning gains in reading is the prior knowledge and lack of comprehension skills.	3A.2. Expose students to a variety of opportunities and methods of learning and applying reading/higher order thinking skills CRISS strategies	3A.2. Reading Specialist	3A.2. Weekly team and monthly team leader meetings designed to address and monitor all student data (progress) and adjust learning plans accordingly, minutes from meetings submitted to administration	3A.2. Mini-Bats, BAT, and FCAT	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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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>	<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		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. A barrier for students achieving learning gains in reading is the lack of on-level vocabulary skills.	4A.1. Treasures vocab lessons will be utilized on a daily basis in (both whole and small group) grades 2-5 to increase vocabulary skills and comprehension.	4A.1. Instructional Coach Team Leaders	4A.1. Weekly checkpoints/tests will be analyzed by classroom teachers to measure level of learning and adjust individual learning plans accordingly.	4A.1. Voyager Checkpoints tests BAT		
Reading Goal #4: By June of 2013, 80% of students in grades 4-5 will demonstrate learning gains in reading as documented by the FCAT and as defined by the Florida School grading system.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	77 %	80%					
		4A.2. Students need additional time/instruction for skill/concept understanding	4A.2. Double Dose daily in small groups using differentiated instruction: STARS/CARS Triumphs/Treasures Intervention/Below Level Activities and Lessons Great Leaps Voyager FCAT Camp: before & after school	4A.2. Instructional Coach Administration	4A.2. Review/analysis of assessments used in before & after school programs and pull-out programs	4A.2. Treasures Assessment, Mini bats, BAT Assessments and FCAT	
		4A.3. A barrier for students achieving learning gains in reading is the lack of fluency skills, and phonemic awareness.	4A.3. . Small group differentiated instruction using: Month to Month Phonics Systematic Sequential Phonics Great Leaps Triumphs/Treasures Intervention/Below Level Activities and Lessons Voyager	4A.3. . Instructional Coach Team Leaders	4A.3. Assessments performed and analyzed by classroom teachers to measure level of learning and adjust individual learning plans accordingly. Data chats (teacher/student) held bi-weekly to discuss present level of performance and learning goals	4A.3. Targeted formative assessments evaluated monthly.	

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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 2011-2012 47%	47%	39%	31%	23%	15%	7%
<u>Reading Goal #5A:</u> 47% of our students are not proficient in Reading as per FCAT . We plan to reduce this by 8% each year.							
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 reading.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian: Students lack life experiences of various concepts used in eliciting prior knowledge. Therefore daily instruction in comprehension strategies needs to be reinforced in a smaller setting</p>	<p>5B.1. Students in grades 3-5 will receive extra support in reading through participation in afterschool camps, and pull-out models Double Dosing students daily Using STARS, SUPER QAR, Level Readers, and Voyager Differentiated Instruction</p>	<p>5B.1. Instructional Coach Administration</p>	<p>5B.1. Participation in before & after school programs and pull-out programs Monthly Team Leader/Progress monitoring meetings</p>	<p>5B.1. Treasures, Mini Bats, BAT Assessment and FCAT</p>		
<p>Reading Goal #5B: <i>As of June 2012 the following percentages apply for subgroups not meeting criteria:</i> White: 39% Black: 60% Hispanic: 44% Asian: 46% American Indian: 100%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 39% Black: 60% Hispanic: 44% Asian: 46% American Indian: 100%</p>	<p>White: 36% Black: 57% Hispanic: 41% Asian: 43% American Indian: 97%</p>					

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		5B.2. Language barrier, language acquisition and application	5B.2. ELL students will be provided additional resources and interventions such as, istation, In Step Readers correlated to the leveled reading program, FCAT Explorer for students in grades 3-5, RiverDeep-Destination Reading for students in grades k-2. Afterschool tutoring	5B.2. Team Leaders	5B.2. Regularly scheduled data chats with teachers, administration and support staff to discuss student	5B.2. Computer generated reports Classroom performance data Formative assessments scores	
		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 reading.</p>	<p>5C.1. Language barrier, language acquisition and application</p>	<p>5C.1. . ELL students will be provided additional resources and interventions such as, istation, In Step Readers correlated to the leveled reading program, FCAT Explorer for students in grades 3-5, RiverDeep-Destination Reading for students in grades k-2. Afterschool tutoring</p>	<p>5C.1. Team Leaders ESOL COACH</p>	<p>5C.1. . Regularly scheduled data chats with teachers, administration and support staff to discuss student progress</p>	<p>5C.1. Computer generated reports Classroom performance data Formative assessments scores</p>		

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 50% of ELL student in grades 3-5 will make learning gains in Reading.							
	<i>In June 2012 25% of students made satisfactory progress in Reading.</i>	By June 2013, 50% of ELL student in grades 3-5 will make learning gains in Reading.					
		5C.2. Language barrier, vocabulary and fluency	5C.2. Teachers will implement accommodations and modifications reflected on the ESOL Matrix to better meet the needs of the ELL students.	5C.2. Administration	5C.2. Administration and teachers will monitor student progress in reading to determine effectiveness of interventions implemented and adjust accordingly	5C.2. Classroom performance data Weekly and unit Test scores	
		5C.3. Language barrier, vocabulary and fluency	5C.3. Title III paraprofessional will meet with students weekly and assist in identified areas of weakness.	5C.3. Reading Resource Specialist	5C.3. Regularly scheduled data chats with teacher, administration and support staff Progress monitoring meeting (bi-weekly) by RRS and paraprofessionals	5C.3. Classroom performance data Weekly and unit Test scores Fluency probes	

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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		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Lack of time and assistance in the practice of reading.	5D.1. Continuous monitoring of students via the Fluency Builders in the Treasures reading series Differentiated Instruction Additional assistance provided by paraprofessional in all ESE classes	5D.1. INSTRUCTIONAL COACH ESE Specialist	5D.1. Progress Monitoring Fluency Assessments in Treasures reading series (Pre, Mid, and Post)	5D.1. Pre, Mid and Post Fluency Tests from Treasures Reading Series/ Florida Comprehension Assessment Test (FCAT), DAR		
Reading Goal #5D: By June 2013, 50% of SWD student in grades 3-5 will make learning gains in Reading.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					

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	<i>In June 2012 29% of students made satisfactory progress in Reading.</i>	By June 2013, 50% of SWD student in grades 3-5 will make learning gains in Reading.					
		5D.2. Minimal exposure to onlevel students during reading instruction	5D.2. Placement of students in full inclusion classes, being instructed close to peers	5D.2. INSTRUCTIONAL COACH ESE Specialist	5D.2. Assessments in Treasures reading series (Pre, Mid, and Post) Benchmark Assessment Test Mini Benchmark Assessment Tests (Mini BATS)	5D.2. Florida Comprehension Assessment Test (FCAT)	
		5D.3. A barrier for students achieving learning gains in reading is the lack of vocabulary skills.	5D.3. Treasures Reading series vocabulary lessons and activities for Below Level students Vocabulary Workshop Differentiated Instruction	5D.3. INSTRUCTIONAL COACH ESE Specialist	5D.3. Vocabulary Workshop Unit Assessment Tests Benchmark Assessment Test Mini Benchmark Assessment Tests (Mini BATS)	5D.3 Florida Comprehension Assessment Test (FCAT).	

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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 reading.	5E.1. A barrier for students achieving learning gains in reading is the lack of vocabulary skills.	5E.1. Treasures Reading series vocabulary lessons and activities for Below Level students Vocabulary Workshop Differentiated Instruction	5E.1. Instructional Coach Classroom Teachers	5E.1. Vocabulary Workshop Unit Assessment Tests Benchmark Assessment Test Mini Benchmark Assessment Tests (Mini BATS)	5E.1. Florida Comprehension Assessment Test (FCAT)		
<u>Reading Goal #5E:</u> By June of 2013, 53% of subgroup students (Economically Disadvantaged), will score proficient on the FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50%	53%					

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
	Common Core with Marzano	K-5	Administration Team Leaders Instructional Coach	School Wide	Pre-planning Monthly PLC	I observation Team Meetings Minutes	Administration Team Leaders Instructional Coach
	RTI: Response To Intervention	K-5	RTI Team	School Wide	Monthly Faculty meetings	RTI Team	
	Core 6	K-5	Instructional Coach	School Wide	Monthly PLC	Instructional Coach	

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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. Students speak English as a second language have difficulty comprehending daily classroom instruction.	1.1. Students will be placed in a print rich environment where vocabulary will be reinforced. Teachers will utilize ESOL strategies and assistance from ESOL Coach.	1.1. ESOL Coach Administration	1.1. Classroom Observation	1.1. I observation	
<u>CELLA Goal #1:</u> By June 2013, 25% of students in Kindergarten through fifth grade will demonstrate a proficiency level in Listening and Speaking determined by the 2013 CELLA.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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	22% of students in Kindergarten through fifth grade demonstrated a proficiency level in Listening & Speaking as determined by the 2012 CELLA					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Students struggle with grade level text due to lack of prior knowledge, fluency difficulties, and comprehension difficulties.	2.1. Teachers will use small group instruction and ESOL strategies in daily classroom instruction. ESOL coach will pull small groups to reinforce classroom instruction.	2.1. ESOL Coach Administration	2.1. Weekly data will be analyzed to progress monitor ESOL students.	2.1. Mini BATS BAT 1 Bat 2	
<u>CELLA Goal #2:</u> By June 2013, 32% of students in Kindergarten through fifth grade will demonstrate a proficiency level in Reading as determined by the 2013 CELLA.	<u>2012 Current Percent of Students Proficient in Reading:</u>					

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	29% of students in Kindergarten through fifth grade demonstrated a proficiency level in Reading as determined by the 2012 CELLA.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Students are unable to write due to uncertainty in English and the vocabulary of the English Language.	2.1. Teachers provide small group assistance in Writing for ESOL students. ESOL COACH will also pull small groups and working on writing skills.	2.1. Teachers ESOL coach	2.1. ESOL Coach will analyze data from monthly writing prompt for ESL students	2.1. Monthly Writing Prompts	
<u>CELLA Goal #3:</u> By June 2013, 27% of students in Kindergarten through fifth grade will demonstrate a proficiency level in Writing determined by the 2013 CELLA.	2012 Current Percent of Students Proficient in Writing :					
	24% of students in Kindergarten through fifth grade demonstrated a proficiency level in Writing as determined by the 2012 CELLA					
		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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. barrier for students achieving proficiency in math is understanding the Go Math series in conjunction with other programs already in place at the school.</p>	<p>1A.1. Small group differentiated instruction teaching strategies and intervention strategies will be used from the GO Math series and Struggling Mathematics chart to address areas of need and to make connections between the Go Math series and other programs used in the school.</p>	<p>1A.1. Team Leaders Administration Math Coach</p>	<p>1A.1. Classroom walkthroughs should indicate whole group and small group instruction strategies throughout the grade levels. Teams will submit minutes from team meetings to administration Teachers will analyze individual student data on an ongoing basis to monitor student progress and conduct student data chats to review present level of performance and make adjustments to individual learning plans</p>	<p>1A.1. CWT reports Chapter tests Mid-year assessments End of year assessments FCAT I-Observation</p>		
<p><u>Mathematics Goal #1A:</u> <i>IN JUNE 2012, 30% of students in grades 3-5 scored a Level 3 on FCAT.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>30 %</p>	<p>33%</p>					

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		1A.2. Students lack prerequisite skills needed to learn new concepts.	1A.2. Teachers will utilize Differentiated Instruction strategies in small group lessons daily to review of basic skills using Go Math series, Math Blitz, First In Math, and Math Manipulatives Calendar Math	1A.2. Team Leaders Administration Math Coach	1A.2. Teachers will compare pre - post test data to determine if students have shown improvement. Teachers will analyze individual student data on an ongoing basis to monitor student progress and will conduct student data chats to review present level of performance	1A.2. Chapter tests BAT & Mini-BAT First in Math reports FCAT I-Observation	
		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> <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.	

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		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 and 5 in mathematics.</p>	<p>2A.1. A barrier for students achieving proficiency in math is the proper use of technology.</p>	<p>2A.1. Teachers will integrate technology and math (where applicable) using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras that can project print and digital resources including but not limited to FCAT Explorer, First in Math, Soar to Success and Riverdeep Destination Math for students.</p>	<p>2A.1. Team Leaders Administration Math Coach</p>	<p>2A.1. Print out usage report from Go Math Soar to Success, Riverdeep Destination Math, First in Math</p>	<p>2A.1. Weekly Mini-Bats BAT Go Math Chapter Tests, FCAT</p>		
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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By JUNE 2013, 21% of students in grades 3-5 will score a Level 4 or 5 on FCAT</i>							
	18%	21%					
		2A.2. Students are not being challenged by whole group instruction.	2A.2. ... being challenged by whole group instruction. Level 4 and 5 students will receive differentiated instruction at their level and will be given challenging assignments and group projects that require them to utilize higher order thinking and problem solving skills.	2A.2. . Team Leaders Administration Math Coach	2A.2. Teachers will conduct student data chats (biweekly) to discuss present level of performance using both formal and informal assessments Teachers will report student monitoring to administration and support staff during quarterly data chats	2A.2. Weekly Mini-Bats BAT Go Math Chapter Tests	
		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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Students gain proficiency at different rates than others.</p>	<p>3A.1. Teachers will use student performance data to</p> <ol style="list-style-type: none"> 1. identify areas of need and make adjustments to individual learning plans 2. guide and differentiate instruction by adjusting the pacing of curriculum, chunking of information and re-teaching when necessary 3. conduct student data chats 	<p>3A.1. Team Leaders Math Coach Administration</p>	<p>3A.1. Teachers will review/analyze individual student data on an ongoing basis to monitor student progress Teachers will discuss with students during (bi-weekly) data chats, their present level of performance and make adjustments to individual learning plans</p>	<p>3A.1. BAT Mini-BAT Go Math Chapter Tests</p>		

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<u>Mathematics Goal #3A:</u> As Of June 2013, 71 % of students in grades 3-5 will make learning gains in Mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68%	71%					
		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.		
<u>Mathematics Goal #3B:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Students gain proficiency at different rates.</p>	<p>4A.1. 1. identify areas of need and make adjustments to individual learning plans 2. guide and differentiate instruction by adjusting the pacing of curriculum, chunking of information and reteaching when necessary 3. conduct student data chats</p>	<p>4A.1. Math Coach Team Leaders Administration</p>	<p>4A.1. Teachers will review/analyze individual student data on an ongoing basis to monitor student progress Teachers will discuss with students during (bi-weekly) data chats, their present level of performance and make adjustments to individual learning plans</p>	<p>4A.1. BAT 1 & 2 Mini-BAT Go Math Chapter Test</p>		

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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June of 2013, 53% of students in grades 3-5 will demonstrate learning gains in math as documented by the FCAT and as defined by the Florida School Grading System.							
	50%	53%					
		4A.2. Students lack the prerequisite skills needed to learn new concepts	4A.2. Teachers will expose students to a variety of methods of learning (utilizing technology when appropriate) and applying math skills through differentiated lessons using real world examples/applications of math skills	4A.2. Math Committee Administration	4A.2. Teachers will review/analyze individual student data on an ongoing basis to monitor student progress Teachers will discuss with students during (bi-weekly) data chats, their present level of performance and make adjustments to individual learning plans focusing on specific area of need (prerequisite skills)	4A.2. BAT 1 & 2 Mini-BAT Go Math Chapter Test	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2011-2012 52%	52%	44%	36%	28%	20%	20%
<u>Mathematics Goal</u> #5A: 52% of our students are not proficient in Math as per FCAT . We plan to reduce this by 8% each year.							
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. Students lack the connection between life experiences and real world math applications</p>	<p>5B.1. Teachers will expose students to a variety of methods of learning (utilizing technology when appropriate-United Streaming...) and applying math skills through differentiated lessons using real world examples/applications of math skills</p>	<p>5B.1. Math Committee Administration</p>	<p>5B.1. Teachers will review/analyze individual student data on an ongoing basis to monitor student progress Teachers will discuss with students during (bi-weekly)data chats, their present level of performance and make adjustments to individual learning plans focusing on specific area of need</p>	<p>5B.1. BAT 1 & 2 Mini-BAT Go Math Chapter</p>		
<p><u>Mathematics Goal #5B:</u> <i>By June 2013 each subgroup will increase their proficiency by 3%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>% of students not proficient: White: 44% Black:70% Hispanic:48% Asian:0 American Indian: 81%</p>	<p><i>% predicted to not be proficient(based on 3% lowes than prior year)</i> White: 41% Black: 67% Hispanic: 45% Asian: 0 American Indian: 78%</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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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. Language barrier, students do not possess the proper working vocabulary to apply math concepts.	5C.1. Teachers will assign a peer buddy to ELL students to provide additional support during instruction.	5C.1. Classroom teacher. ESOL coach	5C.1. Teacher will monitor partnership and its effectiveness. Partnerships will be fluid, Both formal and informal assessments	5C.1. Mini Bats BAT 1 BAT 2 FCAT		
<u>Mathematics Goal #5C:</u> <i>By June 2013, 50% of ESOL students will make satisfactory progress in Math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	19%	50%					

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		5C.2. Language barrier, students do not possess the proper working vocabulary to apply math concepts.	5C.2. Expose students to a variety of opportunities and methods of learning and applying math skills Math Blitz First In Math Go Math Math Manipulatives Differentiated Instruction and Small Group Instruction Calendar Math Intervention strategies FCAT Camp	5C.2. Classroom teacher. ESOL coach	5C.2. Teachers will compare pre - post test data to determine if students have shown improvement. Teachers will analyze individual student data on an ongoing basis to monitor student progress.	5C.2. FCAT BAT Mini-BAT Go Math Chapter Test	
		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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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. Students gain proficiency in concepts at a slower pace than others.</p>	<p>5D.1. Expose students to a variety of opportunities and methods of learning and applying math skills Math Blitz First In Math Go Math Math Manipulatives Differentiated Instruction and Small Group Instruction Calendar Math Intervention strategies FCAT Camp additional small group assistance with paraprofessional</p>	<p>5D.1. Math Coach ESE specialist Administration</p>	<p>5D.1. Teachers will compare pre - post test data to determine if students have shown improvement. Teachers will analyze individual student data on an ongoing basis to monitor student progress</p>	<p>5D.1. FCAT BAT Mini-BAT Go Math Chapter Test</p>		
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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>					
<i>By June 2013, 50% of SWD students will make satisfactory progress in Math.</i>							
	23%	50%					
		5D.2. . Students lack exposure to on-level students during math instruction	5D.2. SWD will be paired with on level students during small group instruction in Math.	5D.2. Dually certified teacher ESE specialist	5D.2. Students will be progress monitored by the classroom teacher as well as ESE specialist.	5D.2. FCAT BAT Mini-BAT Go Math Chapter Test	
		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		
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. Students lack real world experiences in the application of math concepts</p>	<p>5E.1. Teachers will expose students to a variety of methods of learning (utilizing technology when appropriate-United Streaming) and applying math skills through differentiated lessons using real world examples/ applications of math skills</p>	<p>5E.1.Math Coach Team Leaders Administration</p>	<p>5E.1. Teachers will review/analyze individual student data on an ongoing basis to monitor student progress Teachers will discuss with students during (bi-weekly)data chats, their present level of performance and make adjustments to individual learning plans focusing on specific area of need</p>	<p>5E.1. FCAT BAT Mini-BAT Go Math Chapter Test</p>		

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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>By June 2013, 48% of all economically disadvantaged students will make satisfactory progress based on FCAT.</i>							
	45%	48%					
		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		
4. 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 #4: <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.	

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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</u> <u>Performance:*</u>	<u>2013 Expected Level of</u> <u>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.		
<u>Mathematics Goal #5C:</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>					
		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.	

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
Common Core and Marzano	K-5	Team Leaders Administration Instructional Coach	Pre-planning week training Monthly PLC	On going	I-observation Team meeting minutes PLC sign-ins	

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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. Students in K-5 have a limited understanding of the scientific method	1A.1. Students in grades K-5 will use journals for age appropriate explanations of science concept/ processes learned regarding the scientific process	1A.1. Classroom teacher Team leader Assistant Principal Instructional Coach Science Committee	1A.1. Weekly team meetings/discussions about implementation and usage of science rubric-minutes from meetings submitted to administration Journal entries will be assessed by grade level rubrics, students' level of understanding will be monitored by classroom teachers, adjustments to instruction will be made based on results of student learning	1A.1. BAT 1 & 2 Science Mini-Bats Florida Science Fusion chapter tests		

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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 1013, 43% of students in Grade 5 will score a 3 or above in Science.</i>							
	40%	43%					
		1A.2. Students lack life experiences / prior knowledge of science concepts	1A.2. Students will participate in regularly scheduled science lab activities in accordance with districts IFC and BEEP lessons Teachers will implement use of science journals Writing assignments in correlation science lessons	1A.2. Classroom teacher Team leader Assistant Principal Instructional Coach Science Committee	1A.2. Performance tasks via science projects & experiments Classroom observations and/or walkthroughs on activities linked to science kits - information gathered from visits will be used to adjust instruction Journal entries and writing assignments will be assessed by grade level rubrics, students' level of understanding will be monitored through use of journals, adjustments to instruction will be made based on results of student learning	1A.2. BAT 1 & 2 Science Mini-Bats Florida Science Fusion chapter tests	

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		1A.3. Poor reading skills - comprehension	1A.3. Teachers will use a variety of cross curricular reading strategies for previously identified struggling readers. These reading strategies will be used in correlation with the Florida Science Fusion textbook, BEEP lesson plans, and Hands-On Inquiry to increase vocabulary skills, Delta Science Kit booklets will be used as supplemental reading resources.	1A.3. Classroom teacher Team leader Assistant Principal Instructional Coach Science Committee	1A.3. Journal entries and writing assignments will be assessed by grade level rubrics, students' level of understanding will be monitored through use of journals, adjustments to instruction will be made based on results of student learning	1A.3. 1 & 2 Science Mini-Bats Florida Science Fusion chapter tests	
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>	<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.	2A.1.	2A.1.	2A.1.	2A.1.		
Science 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 science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Science Goal #2B:</u>	<u>2012 Current</u>	<u>2013Expected</u>					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>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.	

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.		
Science 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 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
Common Core and Marzano	K-5	Team Leaders Administration Instructional Coach	K-5 School Wide	Pre-planning training Monthly PLC	Observation Team meeting minutes PLC Sign Ins	

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		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Students lack the prerequisite skills in various writing genres</p>	<p>1A.1. Teachers will conference bi-weekly with students to ensure clear understanding of writing goals, revision of writing samples, rubrics used to assess writing and connection to literature based instruction</p>	<p>1A.1. Writing Committee Administration</p>	<p>1A.1. Students participate in monthly writing prompts, conferencing with teachers as needed to improve overall performance Review vertical scores throughout school at quarterly data chats and make adjustments to writing instruction as needed</p>	<p>1A.1. Monthly writing samples scored with FCAT rubric Teacher Evaluation based on grade level benchmarks in writing</p>		
<p>Writing Goal #1A: <i>By June 2013, 83 % of students in 4th grade will score a level 3.0 or higher on FCAT writes.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>80%</p>	<p>83%</p>					

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		1A.2. Students lack life experiences and knowledge of writing strategies using Voice	1A.2. K-5 teachers will instruct students in writing invitations, letters (to friends business government...) thank you's, research papers, abstracts in science and social studies, in addition to expository, narrative and persuasive formats.	1A.2. Writing Committee Administration	1A.2. Students participate in monthly writing prompts, conferencing with teachers as needed Teams discuss data	1A.2. Quarterly writing samples scored with FCAT rubric Teacher Evaluation based on grade level benchmarks in writing	
		1A.3. Students lack the necessary skills in spelling and conventions.	1A.3. K-5 teachers will instruct students in grammatical conventions and the application of spelling to the writing process.	1A.3. Writing Committee Team Leaders Administration	1A.3. Students participate in monthly writing prompts, conferencing with teachers as needed Teams discuss data	1A.3. Monthly writing samples scored with FCAT rubric Teacher Evaluation based on grade level benchmarks in writing	
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> <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>					

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		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
Common Core and Marzano	K-5	Team Leaders Administration Instructional Coach	K-5 school wide	Pre-planning Monthly PLC	Observation Team meeting minutes PLC sign-in	Team Leaders Administration Instructional 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			

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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 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

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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 Civics Goals

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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.	

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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 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>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>

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

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

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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 U.S. History Goals

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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. Student Tardines	1.1. In-class counseling, Tardy note in the agenda book that must be signed by parent, Parent Link Call, staff telephone call, letter to parent or conference, BTIP letters, interims notification	1.1. Teacher Attendance staff Assistant Principal	1.1. Attendance card Attendance record review	1.1. Comparative analysis to the previous school year: Reduction in the number of days tardy and a reduction in the number of tardy minutes		

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<p><u>Attendance Goal #1:</u> By June 2013, we will decrease the number of students with excessive absences and tardies by 5%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	56	60					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	56	30					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	175	100					
		<p>1.2. Possible Increase in absences on days before a holiday and / or planning day</p>	<p>1.2. . Personal telephone call to the parent to discuss the absence, BTIP Letter</p>	<p>1.2. Assistant principal with support from the classroom teachers</p>	<p>1.2. Review attendance record</p>	<p>1.2. A reduction in the number of absences on days immediately preceding a planned day off</p>	

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		1.3. Educate parents on the district policies on attendance	1.3. Parent conference with administration to discuss attendance policy, Personal telephone call to the parent to discuss the absence, BTIP Letter	1.3. Assistant Principal with support from the classroom teachers	1.3. Review attendance record	1.3. Comparative analysis to the previous school year.	
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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

August 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

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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. Test Anxiety represented by an increase in referrals in the months of February and March	1.1. "Circles of Concern" in classrooms to discuss issues that arise and stressors that effect all members of the learning community	1.1. Classroom Teacher	1.1. CWT, student observation in common areas,	1.1. A reduction in the number of student disciplinary referrals as seen on the DMS		
Suspension Goal #1: <i>By June 2012, we will decrease the suspension rate by 6%.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	25	15					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	17	10					

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	<u>2012 Total</u> Number of Out-of-School Suspensions	<u>2013 Expected</u> Number of Out-of-School Suspensions					
	38	25					
	<u>2012 Total Number</u> of Students <u>Suspended</u> Out-of-School	<u>2013 Expected</u> Number of Students <u>Suspended</u> Out-of-School					
	18	10					
		1.2. Students do not internalize the connection between school and their future as productive citizens	1.2.. BHE character education/parent involvement plan, monthly character trait training, and goal setting.	1.2. Administration	1.2. CWT, student observation especially in less structured/ high traffic areas.	1.2.. A reduction in the number of student disciplinary referrals as seen on the DMS	
		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
Referral Process Training	K-5	Assistant Principal	K-5	October 2012	Monitor DMS and referral count by teacher	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

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

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

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Dropout Prevention Goal(s)

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

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

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

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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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. Family's home language	1.1. Provide translators for Spanish speaking parents at school functions and workshops Parent Links sent out in Spanish as well as English	1.1. Title 1 coordinator	1.1. Title 1 Parent Survey	1.1. Sign in Sheets for parental involvement activities and workshops		

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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p>With the initiation of the BHE Parent Engagement plan (Character Education Plan), our goal is to get 51% of parents to participate in decisions regarding their child's education (not including Open House)as documented by parent trainings, meetings and/or school-wide events. Traditionally, Boulevard Heights Elementary experienced parental involvement anywhere from 70-80% (including attendance at Open House) <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>							
	75%	85%					

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		1.2. Lack of Participation by Fathers or father figures	1.2. Activities geared toward father (Donuts for Dad, Father's Day Breakfast, Classroom Read Ins, Career Day)	1.2. Title 1 coordinator Reading committee Classroom Teachers	1.2. Title 1 Parent Survey	1.2. Sign in Sheets for parental involvement activities and workshops	
		1.3. Previous negative experiences in a school setting	1.3. Present student based performances monthly, then provide parent training and information sharing sessions	1.3. Assistant Principal	1.3. Title 1 Parent Survey	1.3. Monthly sign in sheets at Bobcat Presentations	

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM 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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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:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the projected use of SAC funds.	Amount
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