Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Paul R. Smith Middle School	District Name: Pasco
Principal: Dr. Chris Dunning	Superintendent: Heather Fiorentino
SAC Chair: TBD	Date of School Board Approval: TBD

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)/	Number of Years	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest

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

		Certification(s)	at Current School	Administrator	25%), and AMO progress, along with the associated school year)
Principal	Dr. Chris Dunning	Ed.D. Educational Leadership / Elementary Ed	6	14	2011-12 PRSMS was a 'C' school. In reading 52% of students showed proficiency and approximately 51% made learning gains. In math 46% of students showed proficiency and approximately 50% made learning gains. 2010-2011 PRSMS was a 'B' school and did not meet AYP in 10 areas. 2009-2010 PRSMS was a 'B' school and did not meet AYP in 10 areas. 2008-2009 PRSMS was an 'A' school and made AYP in all areas except SWD in Reading.2007-2008 PRSMS was a 'B' school and did not meet AYP in five areas. 2006-2007 PRSMS was a 'C' school and did not meet AYP in 6 areas.
Assistant Principal	Susan Seibert	EdS Educational Leadership/MG Math, SLD, EH	6	7	2011-12 PRSMS was a 'C' school. In reading 52% of students showed proficiency and approximately 51% made learning gains. In math 46% of students showed proficiency and approximately 50% made learning gains. 2010-2011 PRSMS was a 'B' school and did not meet AYP in 10 areas. 2009-2010 PRSMS was a 'B' school and did not meet AYP in 10 areas. 2008-2009 PRSMS was an 'A' school and made AYP in all areas except SWD in Reading.2007-2008 PRSMS was a 'B' school and did not meet AYP in five areas. 2006-2007 PRSMS was a 'C' school and did not meet AYP in 6 areas.
Assistant Principal	Dave Middleton	MED Secondary Social Studies, MED Educational Leadership/6-12 Social Studies, Ed Leadership	3	8	2011-12 PRSMS was a 'C' school. In reading 52% of students showed proficiency and approximately 51% made learning gains. In math 46% of students showed proficiency and approximately 50% made learning gains. 2010-2011 PRSMS was a 'B' school and did not meet AYP in 10 areas. 2009-2010 PRSMS was a 'B' school and did not meet AYP in 10 areas. 2008-2009 PRSMS was an 'A' school and made AYP in all areas except SWD in Reading.

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
K12 Literacy Coach	Lynn Wilson	Masters in Curriculum and Instruction/Elementary Ed, Rdg Endorsement	6	8	2011-12 PRSMS was a 'C' school. In reading 52% of students showed proficiency and approximately 51% made learning gains. In math 46% of students showed proficiency and approximately 50% made learning gains. 2010-2011 PRSMS was a 'B' school and did not meet AYP in 10 areas. 2009-2010 PRSMS was a 'B' school and did not meet AYP in 10 areas. 2008-2009 PRSMS was an 'A' school and made AYP in all areas except SWD in Reading. 2007-2008 PRSMS was a 'B' school and did not meet AYP in five areas. 2006-2007 PRSMS was a 'C' school and did not meet AYP in 6 areas.
Writing	Monique Garrison-Saylor	Bachelor of Arts Degree/Masters in Educational Leadership/MG Integrated Curriculum	6	1	2011-12 PRSMS was a 'C' school. In reading 52% of students showed proficiency and approximately 51% made learning gains.
Science	Jennifer Moore		0	0	
Math	Jimmy Rodriguez		0	0	

Highly Effective Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date
Paul R. Smith Middle School utilizes the 'STAR Teacher Selection Interview' created by the Haberman Foundation to select the best teachers available.	All administrators	On going
The school has created a professional learning community that all teachers are a part of and find great growth from.	Department Heads / Admin	On going
Staff Positive Reward and recognition system is in place where teachers can be recognized and given prizes for their positive actions. Teachers can be recognized by their peers and the administration.	Admin / All teachers	On going

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

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

81	7% (6)	21% (18)	51% (39)	21% (18)	26% (21)	0%	16% (13)	1% (1)	42% (34)

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
Lynn Albert	Rebecca Chase	Both are Language Arts and mentor is an aspiring leader.	Meetings will take place on a regular basis to cover all aspects of teaching, conferencing, behavior management, lesson planning, etc. Administrators will also spend extra time observing and assisting the mentees. Mentors will work on individual needs with their mentees.
Kevin Smith	Doug Ruhlig	Same subject, same grade, and mentor is an aspiring leader.	Meetings will take place on a regular basis to cover all aspects of teaching, conferencing, behavior management, lesson planning, etc. Administrators will also spend extra time observing and assisting the mentees. Mentors will work on individual needs with their mentees.
Jimmy Rodriguez	Michelle Gates	Mentor is the Math Coach which is the same subject and has a bit more freedom and he is an aspiring leader.	Meetings will take place on a regular basis to cover all aspects of teaching, conferencing, behavior management, lesson planning, etc. Administrators will also spend extra time observing and assisting the mentees. Mentors will work on individual needs with their mentees.
Sonja Davis	Alex Mendez	No one else teaches Spanish so we selected an exemplary mentor.	Meetings will take place on a regular basis to cover all aspects of teaching, conferencing, behavior management, lesson planning, etc. Administrators will also spend extra time observing and assisting the mentees. Mentors will work on individual needs with their mentees.

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

Renee Carney-Hill	Gretchen Long	Both are ESE, proximity, and mentor is behavior specialist with a bit more freedom.	Meetings will take place on a regular basis to cover all aspects of teaching, conferencing, behavior management, lesson planning, etc. Administrators will also spend extra time observing and assisting the mentees. Mentors will work on individual needs with their mentees.
Diania Pimenta	Dan Smith	Mentor is a reading teacher which is the major focus of his position.	Meetings will take place on a regular basis to cover all aspects of teaching, conferencing, behavior management, lesson planning, etc. Administrators will also spend extra time observing and assisting the mentees. Mentors will work on individual needs with their mentees.

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

Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A
PRSMS is in its second year as a Title I school. We will be working in conjunction with our parents and the community to meet the needs of our students and families. The SAC will assist in the creation of this plan, community organizations are assisting our students with needed supplies and materials, and our staff has been expanded to provide greater assistance to our families.
Supplemental Academic Instruction (SAI)
Students will be provided with the opportunity to sign up for after school tutoring from outside vendors.
Violence Prevention Programs
PRSMS counselors instruct all students in this area, all students also go through a 'boot camp' to start the school year where they are instructed in the policies and procedures along with the notification options should there be an issue, and the School Resource Officer instructs all 6th graders in the GREAT program. PRSMS has two anonymous bully boxes and a 1-800 phone number students can utilize to express concerns.
Nutrition Programs
All students at PRSMS are provided with a free breakfast. Additionally during testing all students will be served breakfast in their classrooms.
Career and Technical Education
All students will utilize the CHOICES program to determine their career areas of interest. PRSMS additionally provides a 7th grade wheel where students each receive 9 weeks of instruction in Health Occupations, Technical Trades, Family & Consumer Sciences, and Business. In 8th grade they are able to select any of these classes to learn more about the career and technical possibilities for an entire semester.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. All administrators, guidance counselors, psychologist, staffing and compliance teacher, social worker, behavior specialist, achievement coaches, School Resource Officer, select teachers and the nurse.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Rti Leadership team meets on a biweekly basis to review student data, progress, and placement based on team concerns, discipline data, academic data (i.e., grade, FAIR) and individual student academic achievements. This group meets with the classroom teachers, discipline committee, student success team, and student services committee to improve student behavioral and academic successes. Classroom interventions and school wide initiatives are discussed and input from various stakeholders is considered during the meetings.
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? Many of these members participated in our Data Analysis and school improvement plan summer writing days. These same individuals are members of the school leadership team. Then throughout the year this same group continues to monitor progress and work to implement the strategies selected. An example of this is the implementation of school wide behavioral plans and staff development that will be conducted with all staff.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Pasco County Schools has a data warehouse called Pasco Star and this year we will be using a new Student Data card System which contain all the data needed to analyze student achievements, attendance, behavior, academic, and individual student needs. PRSMS also creates a yearly Master Schedule database for appropriate placement in a three-tier reading program for those not meeting state standards in reading (double-block, single block, CAR-PD). Students who are academically advanced in academic skills are provided enrichment classes. PRSMS addresses writing by analyzing the writing scores of Writing Across the Curriculum assignments and DBQ projects. FCAT, FAIR, CORE K12, and district math placement test data are analyzed to determine appropriate placement in math such as math, advanced math, Algebra 1, or Geometry. Finally CORE K12 is utilized for analyzing growth in science 3 times a year.
Describe the plan to train staff on MTSS. Our school has met with each team individually to train them in the RtI process. The RtI leadership team went through an extensive training in previous years and will continue to be updated and trained this year. The professional development training will focus on additional training in the following: • Identification of students needing RtI • Data collection processes • Interventions based on Tiers I, II, and III

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

Describe the plan to support MTSS.
The Rti Leadership team meets on a biweekly basis to review student data, progress, and placement based on team concerns, discipline data, academic data (i.e., grade, FAIR) and individual student academic achievements. This group meets with the classroom teachers, discipline committee, student success team, and student services committee to improve student behavioral and academic successes. Classroom interventions and school wide initiatives are discussed and input from various stakeholders is considered during the meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
The Administrators, Literacy Coach, Instructional Coaches, Media Specialists and select teachers are all a part of the Leadership Team which focuses on student growth and literacy.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Summer data analysis occurs to determine areas of need and plans for staff development during the year. Throughout the year, this group continues to meet to review FAIR results, CORE K12 for math and science, Schoolwide Writing Assessment to monitor writing skills, the progress being made on SIP goals, and the progress of the staff development. Additionally, the coaches meet on a weekly basis to help determine progression of the entire staff and individual departments.
What will be the major initiatives of the LLT this year?
CCSS Utilization of technology to enhance instruction and student learning Art and Science of Teaching instructional strategies

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.

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

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?

PRSMS will continue to implement Reading Across the Curriculum strategies by focusing on reading strategies (i.e., SQ3R, Column Notes, Mark-ups, Journaling) through the content areas with the concentration of Depth of Knowledge. All teachers will be refreshed in various reading strategies for their content area through their weekly reading department meetings and will utilize these reading strategies to assist their students in obtaining and comprehending information from informational text and/or textbooks on a weekly basis.

PART II: EXPECTED IMPROVEMENTS

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

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Common planning time, teacher lack of knowledge of Comprehension Instructional Strategies (CIS) planning.	1A.1. All the teachers will participate in training and implement Comprehension Instructional Strategies (CIS) plans.	1A.1. Administration	1A.1. Lesson plans, Sharing sessions, walkthroughs, and observations	1A.1 Attendance Roster, Walk through, and observations		

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

Reading Goal #1A: _Enter narrative for the goal in this box._ By June 2013, there will be a 4% increase in the total students reading on grade level.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	26%(264.58).	30%(302)..					
		1A.2. Finding/ identifying primary resources	1A.2 Teachers will model analysis of primary and secondary source documents.	1A.2. Administration	1A.2. Lesson plans, walkthroughs, and observations	1A.2. FCAT, FAIR, Benchmark assessments, FCAT Focus Walk throughs, and observations	
		1A.3. Teacher buy-in, Teachers implementing it in a timely manner.	1A.3. A school-wide theme will be selected each semester from which all teachers will incorporate the use of primary sources into lessons.	1A.3. Team leaders, Academic Coaches/Resource Teachers, and Administration	1A.3. Student work samples (DBQ)	1A.3. FCAT, FAIR, Benchmark assessments, and Student work samples	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and	Antic ipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

define areas in need of improvement for the following group:							
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1 Getting students to fit into the appropriate classes while meeting the class size mandate.	2A.1 Students with FCAT level scores of 4 and 5 will be in advanced core classes for 6th, 7th, and 8th grade. (including adv. reading for 6th grade).	2A.1 Administration, Literacy Coach, and Reading Resource Teacher	2A.1 Master Schedule, Students schedule	2A.1 FCAT, FAIR, Benchmark assessments, and FCAT Focus		
Reading Goal #2A: *Enter narrative for the goal in this box.* By June 2013, there will be a 1% increase in the total students reading at Level 4 and 5.	2012 Current Level of Performance:**	2013 Expected Level of Performance:*					
	7% (70).	*8% (80)..*					
		2A.2 Lacking the knowledge in how to teach gifted/ advanced students.	2A.2 Teachers who teach gifted/ advanced students will get additional training on working with this type of student.	2A.2 Administration, Certified teachers of gifted	2A.2 Lesson plans, walk through, and observations	2A.2 FCAT, FAIR, Benchmark assessments, and FCAT Focus	

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.						
Reading Goal #2B: By June 2013, there will be a 2% increase in the total students achieving level 7 or higher on the FAA Reading Test.	2012 Current Level of Performance:* *90% of the students scored at a level 7 or higher.*	2013 Expected Level of Performance:* 92% of the students will score at a level 7 or higher.	2B.1. Availability of technology	2B.1. Increased use of technology to enhance learning and increase engagement.	2B.1. Teacher, Tech Specialists, and Coaches	2B.1. Lesson Plans, observations, and teacher data EVALUATION TOOL - FAA Results	
			2B.2 The teacher is new to teaching and therefore requires a great deal of training during the 2012-2013 school year.	2B.2 The teacher will participate in reading training to assist in the implementation of research based reading programs.	2B.2 Teacher and administration	2B.2 Teacher registration and attendance in training, lesson plans, observations	
			2B.3 Teacher does not have experience grouping students or teaching students not on grade level.	2B.3 Teacher will group students according to need in reading skills and strategies based on initial data.	2B.3 Teacher and administration	2B.3 Teacher will schedule and plan group instruction for reading based on baseline data and change groups during the school year based on on-going formative assessment.	

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

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

3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Staff properly utilizing the data to improve instruction for their students.	3A.1. Staff will participate in a minimum of 30 minutes of weekly meetings working on reading interventions through the department inquiry for results process	3A.1. Administration	3A.1. Attendance roster via dept. meetings, Dept. Binders	3A.1. FCAT, FAIR, Benchmark assessments, and FCAT Focus		
Reading Goal #3A: *Enter narrative for the goal in this box.* By June 2013, there will be a 3% increase in the total students making a learning gain in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60% (604).	*65% (654).*					

		3A.2. Student time on task, attendance, availability of technology when needed due to many state assessment requirements.	3A.2. Staff will utilize technology to engage students and monitor their progress - Student Responders, Document Cameras, Handheld Devices, iPads, iPods, and Computers	3A.2. Administration, Data Analysis Team	3A.2. Lesson Plans and Walk through Data - A survey to determine if it is being used.	3A.2. FCAT, FAIR, Benchmark assessments, and FCAT Focus, Student Survey, Student work samples
		3A.3. Teacher taking time out of their other curriculum. Truncate school news	3A.3. Students will read, each day, for 10 min. during homeroom class. (DEAR)	3A.3. Administration, Teachers	3A.3. Lesson Plans and Walk through Data	3A.3. FCAT, FAIR, Benchmark assessments, and FCAT Focus
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.						

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

Reading Goal #3B: By June 2013, there will be a 2% increase in the total students making a learning gain in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	90% of students stayed at the same level or improved	*92% of students will make a learning gain.*					
		3B.1. Teacher had limited experience using technologies available in the school.	3B.1. Students will use technology to enhance and reinforce reading using Smart Boards, Handheld devices, digital photography.	3B.1. Teacher, Administration	3B.1. Lesson Plans Walk-through data	3B.1. FAAS data DAR	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Class size mandate, Meeting the needs of each individual student	4A.1. All students, SWD and those in the lowest 25% will be placed in reading intervention programs such as Read 180, AMP, Triumphs & Treasures, and CAR-PD.	4A.1. Literacy Coach, Reading Resource Teacher, Administration	4A.1. Master Schedule, Student Schedule	4A.1. FCAT, FAIR, Benchmark assessments, FCAT Focus		
Reading Goal #4A: *Enter narrative for the goal in this box.* By June 2013, there will be a 4% increase in the total students reading at grade level and in each of the subgroups.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62%(624).	66%(664).					
		4A.2. Scheduling, Student motivation	4A.2. Reading Resource Teacher will pull small groups to remediate specific skills.	4A.2. Resource Teacher, Administration.	4A.2. Lesson Plans	4A.2. FCAT, FAIR, Benchmark assessments, FCAT Focus	

		4A.3. Limited planning time due to schedule	4A.3. Teachers will have on-going professional development during dept. meetings for necessary intervention for lower quartile students.	4A.3. Resource Teacher, Administration.	4A.3. Dept. Binders	4A.3. FCAT, FAIR, Benchmark assessments, FCAT Focus	
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** 36% (358)	32% (318)	29% (288)	26% (258)	23% (228)	21% (209)	19% (189)
Reading Goal #5A: *Enter narrative for the goal in this box.* By June 2017, there will be a 50% reduction in achievement gap in reading between students achieving a level three and above and those achieving a level 1 or level 2.							
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		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Lacking background knowledge, lack of home support. Hispanic: Possible Lang. barrier Econo Disadv: Lack of computers at home, high absentee, problems at home that carry into the school. SWD: Making sure the teachers know how to make proper accommo dations for them.	5B.1. ELL students will have an ESOL Para and ELL Resource teacher. SWD will be scheduled in Support Facilitation classes.	5B.1. Administration, ELL District Supervisor, ELL District Compliance Teacher	5B.1. IEPs, ELL forms, Lesson Plans, Terms data to verify they are ESOL endorsed	5B.1. CELLA, FCAT, FAIR, Benchmark assessments, FCAT Focus		

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

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box. By June 2013, there will be a 5% increase in Whites, Hispanic, Economically Disadvantaged, and SWD reading at grade level.							
	White: 54% (373) Black: NA Hispanic: 44% (78) Asian: NA American Indian: NA Econo Disadv: 48% (393) SWD: 38%(85)	White: 59% (411) Black: NA Hispanic: 49% (88) Asian: NA American Indian: NA Econo Disadv: 53% (431) SWD: 43% (95)					
		5B.2. Attendance Discipline Language barriers	5B.2. Teachers will implement reading strategies to increase Reading Application as measured by the FCAT.	5B.2. Literacy Coach, Writing Resource Teacher, Reading Resource Teacher, Administration	5B.2. Lesson plans, Observations	5B.2. FCAT, FAIR, Benchmark assessments, FCAT Focus	
		5B.3. Attendance Discipline Language barriers	5B.3. Teachers will implement reading strategies to increase Reading Vocabulary as measured by FCAT.	5B.3. Literacy Coach, Writing Resource Teacher, Reading Resource Teacher, Administration	5B.3. Lesson plans, Observations	5B.3. FCAT, FAIR, Benchmark assessments, FCAT Focus	

Based on the analysis of student achievement data and reference to	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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

"Guiding Questions," identify and define areas in need of improvement for the following subgroup:							
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Lacking background knowledge, Possible Lang. barrier, Making sure the teachers know how to make proper accommodations for them	5C.1. ELL students will have an ESOL Para and ELL Resource teacher. ELL students will be scheduled in ELL supported classes.	5C.1. Administration, ELL District Supervisor, ELL District Compliance Teacher	5C.1. Lesson Plans, ESOL training, Dictionary Master Schedule	5C.1. CELLA, FCAT, FAIR, Benchmark assessments, FCAT Focus		
Reading Goal #5C: _Enter narrative for the goal in this box._ By June 2013, there will be a 5% increase in ELL students' reading at grade level.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10% (2)	15% (3)					

		5C.2. Lacking background knowledge, Possible Lang. barrier, Making sure the teachers know how to make proper accommodations for them	5C.2. Teachers will implement reading strategies based on CIS training to increase Reading Application.	5C.2. Literacy Coach, Writing Resource Teacher, Reading Resource Teacher, Administration, ELL Para	5C.2. Lesson plans, Observations	5C.2. FCAT, FAIR, Benchmark assessments, FCAT Focus	
		5C.3. Language barriers	5C.3. Teachers will implement reading strategies based on CIS training to increase Reading Vocabulary.	5C.3. Literacy Coach, Writing Resource Teacher, Reading Resource Teacher, Administration ELL Para	5C.3. Lesson plans, Observations	5C.3. FCAT, FAIR, Benchmark assessments, FCAT Focus	
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. Meeting the individual needs with the amount of time allotted. Scheduling	5D.1. SWD will receive accommodations and/ or Support Facilitation classes	5D.1. Administration, ESE District Compliance Teacher, Support Facilitation Teacher Behavior Specialist	5D.1. Master Schedule	5D.1. IEP Quarterly Reports, FCAT, FAIR, Benchmark assessments, FCAT Focus		

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

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box. By June 2013, there will be a 5% increase in SWD students' reading at grade level. **178**							
	38% (85)	43% (95).					
		5D.2. Lacking background knowledge, Disability, Making sure the teachers know how to make proper accommo dations for them	5D.2. Teachers will implement reading strategies based on CIS training to increase Reading Application.	5D.2. Literacy Coach, Writing Resource Teacher, Reading Resource Teacher, Administration, ESE teachers	5D.2. Lesson plans, Observations	5D.2. FCAT, FAIR, Benchmark assessments, FCAT Focus	
		5D.3. Lacking background knowledge, Disability, Making sure the teachers know how to make proper accommo dations for them	5D.3. Teachers will implement reading strategies based on CIS training to increase Reading Vocabulary.	5D.3. Literacy Coach, Writing Resource Teacher, Reading Resource Teacher, Administration, ESE Teachers	5D.3. Lesson plans, Observations	5D.3. FCAT, FAIR, Benchmark assessments, FCAT Focus	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Understanding Vocabulary	5E.1. School-wide theme will be selected each semester from which all teachers will incorporate the use of primary sources into lessons.	5E.1. Team leaders, Academic Coaches/Resource Teachers, and Administration	1A.3. Student work samples (DBQ)	1A.3. FCAT, FAIR, Benchmark assessments, and Student work samples		
Reading Goal #5E: *Enter narrative for the goal in this box.* By June 2013, there will be a 5% increase in Economically Disadvantaged students' reading at grade level.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

48% (393)	53% (431)						
		5E.2. Lacking background knowledge, Disability, Making sure the teachers know how to make proper accommodations for them	5E.2. Teachers will implement reading strategies based on CIS training to increase Reading Application.	5E.2. Literacy Coach, Writing Resource Teacher, Reading Resource Teacher, Administration, ESE teachers	5E.2. Lesson plans, Observations FCAT,	5E.2. FAIR, Benchmark assessments, FCAT Focus	
		5E.3. Lacking background knowledge, Disability, Making sure the teachers know how to make proper accommodations for them	5E.3. Teachers will implement reading strategies based on CIS training to increase Reading Vocabulary.	5E.3. Literacy Coach, Writing Resource Teacher, Reading Resource Teacher, Administration, ESE Teachers	5E.3. Lesson plans, Observations	5E.3. FCAT, FAIR, Benchmark assessments, FCAT Focus	
		Transportation problem Students motivation	After school tutoring will be available to students who meet the criteria. Two days of the week.	Teacher Administration Department Head Title 1 Coordinator of after school programs Transportation	Attendance	Attendance	

		Getting someone to manage the media center, Funding	Media center will be available after school to students who do not have access to technology.	Person who will stay after to monitor the media, Administration	Media Log Computer software program data	eSembler TERMS report on grades FCAT	

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
Introduce Timeline of CCSS	All grades	Administration, District	All teachers	Aug. 2012- Oct. 2012	Presentation of CCSS Timeline, attendance and agenda. Teachers will have additional CCSS training.		Administration and district
Introduce Literacy Anchor Standards Across the Curriculum	All grades	Administration District Supervisors, Literacy Coach, Writing Resource Teacher,	All teachers	Aug. 2012- Oct 2012	Evidence that teachers were introduced to the Literacy Anchor Standards across the curriculum will be attendance, agenda, and presentation documents. Use a pre and post survey on understanding/ comfort level.		Administration and district

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

Focus on Professional Development of CCSS (Instructional Practice Standards for Math and ELA/Literacy across the curriculum) for CCSS *Focus on Text Complexity	All grades	District Office CCSS Committee Administration Staff Development Comm. Dept. Heads Coaches & Resource Teachers	All teachers	Aug. 2012-Ongoing	Evidence will be attendance, agenda, dept. meetings, presentation documents, student sample work and lesson plans.	Administration and district
Training teachers in the Art and Science of Teaching in Celebrating Student, Success, Rubric, and Lesson Plans	All Grades	Administration District	All teachers	Aug. 2012-on going	PreObservation Conferences Observations Post Observation Conferences	Administration
Teacher inservice training on integrating technology in the classroom.	All Grades	Technology Specialist, Administration Teachers who are knowledgeable about technology	All teachers	Sept. 2012-on going	Walk throughs, Observations Computer program data	Administration

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
Reading Strategy focus PD	Materials and flip charts	Title I	$500
DBQ	Materials, copies, development stipends, etc.	Title I	$2000
Subtotal:$2500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Reading Support Teacher	Extra staff to conduct pull out and small group assistance.	Title I	$60,000
Subtotal:$60,000			
Total:$62,500			

End of Reading Goals

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**				

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

	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. The students have a language barrier because they just arrived in United States, Funds to purchase necessary dictionaries	1.1. Students will be provided a dictionary translation from their language to English Dictionary.	1.1. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	1.1. Students applying their taught strategy into the classroom, grades, documentation of ESOL strategies in lesson plans.	1.1. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA	
CELLA Goal #1: *Enter narrative for the goal in this box.* By June, 2013, there will be a 6% increase of students who are proficient in listening and speaking English Language.	2012 Current Percent of Students Proficient in Listening/Speaking: *38% (9).*					
		1.2. Scheduling	1.2. Students will be provided ESOL support para and a resource teacher in their core content areas and intensive reading classes.	1.2. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	1.2. Students applying their taught strategy into the classroom, grades, documentation of ESOL strategies in lesson plans, ESOL para and teacher's schedules.	1.2. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA

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

		1.3. Teachers are unable to communicate with the students to be able to make the appropriate accommodations.	1.3. Students will be provided accommodations such as extended time, reading strategies, etc .	1.3. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	1.3. Students applying their taught strategy into the classroom, grades, documentation of ESOL strategies in lesson plans.	1.3. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA
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. The students have a language barrier because they just arrived in United States, Funds to purchase necessary dictionaries	2.1. Students will be provided a dictionary translation from their language to English Dictionary	2.1. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	2.1. Observing students using the dictionary, grades, documentation of ESOL strategies in lesson plans, ESOL para and teacher's schedules.	2.1. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA	
CELLA Goal #2: *Enter narrative for the goal in this box.* By June, 2013, there will be a 10% increase of students who are proficient in reading English Language.	2012 Current Percent of Students Proficient in Reading:					
	5% (1).					

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

32

		2.2. Teachers being able to communicate their language to meet their academic needs.	2.2. Students will be provided accommodations such as extended time, reading strategies, etc	2.2. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	2.2. Students applying their taught strategy into the classroom, grades, documentation of ESOL strategies in lesson plans, ESOL para and teacher's schedules	2.2. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA
		2.3. Availability of technology due to so much electronic testing.	2.3. Technology will be accessible to the teacher's content areas to engage ESOL students in the classroom to motivate them to read in English.	2.3. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	2.3. Observation, grades, documentation of ESOL strategies in lesson plans, ESOL para and teacher's schedules	2.3. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA

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.	3.1. The students have a language barrier because they just arrived in United States, Funds to purchase necessary dictionaries	3.1. Students will be provided a dictionary translation from their language to English Dictionary	3.1. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	3.1. Observing students using the dictionary, grades, documentation of ESOL strategies in lesson plans, ESOL para and teacher's schedules.	3.1. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA	

CELLA Goal #3: By June, 2013, there will be a 10% increase of students who are proficient in reading English Language.	2012 Current Percent of Students Proficient in Writing :					
	0% (0)					
		3.2. Teachers being able to communicate their language to meet their academic needs.	3.2. Students will be provided accommodations such as extended time, reading strategies, etc	3.2. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	3.2. Students applying their taught strategy into the classroom, grades, documentation of ESOL strategies in lesson plans, ESOL para and teacher's schedules	3.2. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA
		3.3. Time for conferences Getting substitute teachers Scheduling	3.3. Students will be conferenced with their writing results 2 times a year so they know specific skills to work on.	3.3. ESOL Resource Teacher, ESOL Para, Administration, Teachers.	3.3. School-wide writing database, grades, documentation of ESOL strategies in lesson plans, ESOL para and teacher's schedules	3.3. FCAT Reading, FCAT Writing, Grades in CORE Content, FAIR, School-wide Writing Assessment, and CELLA

CELLA Budget (Insert rows as needed)

Other			

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

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

Strategy	Description of Resources	Funding Source	Amount
Bilingual dictionaries	Spanish to English Dictionaries	Student Fees	$500
Subtotal:			
Total:$500			

End of CELLA Goals

Middle School Mathematics Goals

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

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

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

1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Scheduling	1A.1. Math Coach will go into math classes and model lessons through various methods	1A.1. Administration	1A.1. Lesson Plans	1A.1. Walkthroughs Teacher Evaluation	
Mathematics Goal #1A: *Enter narrative for the goal in this box.* By June 2013, there will be a 3% increase in the total students achieving grade level proficiency in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	23% (231)	26% (261)				
		1A.2. Resistance to Change	1A.2. Math teachers will be trained on Cooperative Learning teaching strategies, including Sage and Scribe and implement it in their classes.	1A.2. Math Resource Teacher Math Dept. Head Administration	1A.2. Dept. Binder Attendance Roster Lesson Plans Teacher Evaluation	1A.2. FCAT CORE K12 Common Assessments
		1A.3. Scheduling Budget	1A.3. Teachers will create and use common assessments to determine students' progress.	1A.3. Math Resource Teacher Math Dept. Head Math teachers Administration	1A.3. Quality of Common Assessments	1A.3. FCAT CORE K12

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.	2B.4 Getting students to fit into the appropriate classes while meeting the class size mandate.	2B.4 Students with FCAT level scores of 4 and 5 will be in Adv. Math classes.	2B.4 Administration, Math Resource Teacher, Math Dept. Head	2B.4 Master Schedule, Students schedule	2B.4 FCAT, CORE K12, Common Assessments,		
Mathematics Goal #2A: *Enter narrative for the goal in this box.* By June 2013, there will be a 2% increase in the total students achieving grade level proficiency in math.							

		2B.2. Finding the time to commit to creating common assessments and the buy in to utilize them.	2B.2. Teachers will create and use common assessments to determine students' progress.	2B.2. Math Resource Teacher Math Dept. Head Math teachers Administration	2B.2. Quality of Common Assessments	2B.2. FCAT CORE K12	

2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1 Students have difficulty generalizing math concepts to real world situations	2B.1. Teacher will plan and coordinate community based experiences to complement classroom instruction.	2B.1. Administration Teachers District staff	2B.1. Community Based experiences using math concepts	2B.1. Lesson Plans CBI Data FAAS Formative assessment data		
Mathematics Goal #2B: By June 2013, there will be a 2% increase in the total students achieving a level or above in math.	2012 Current Level of Performance:* 90% of students scored at a level 7 or above.	2013 Expected Level of Performance:* 92% of students will score at a level 7 or above.					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Student time on task, attendance, availability of technology when needed due to many state assessment requirements. Need a survey to determine if it is being used.	3A.1. Staff will utilize technology to engage students and monitor their progress - Student Responders, Document Cameras, Handheld Devices, iPads, iPods, and Computers	3A.1. Administration, Data Analysis Team	3A.1. Lesson Plans and Walk through Data	3A.1. FCAT, CORE K12, Common assessments, Student work samples, Student Survey, iXL		
Mathematics Goal #3A: _Enter narrative for the goal in this box._ By June 2013, there will be a 4% increase in the total number of students making learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	63% (633)	67% (673)					
		3A.2. Resistance to change	3A.2. Teachers will implement teaching strategies to increase skills in fractions, ratios, and proportional relationships.	3A.2. Math Resource Teacher	3A.2. Lesson Plans and Walk through Data	3A.2. FCAT CORE K12	
		3A.3. Students' lack of problem solving tools to persevere through the FCAT	3A.3. Teachers will implement teaching strategies to increase skills in solving word problems.	3A.3. Math Resource Teacher Math Dept. Head Administration	3A.3. Lesson Plans and Walk through Data	3A.3. FCAT CORE K12 Common Assessments	
		3A.4. Student retention of knowledge	3A.4 Teachers will review math concepts at least one day a week, six to eight weeks prior to FCAT	3A.4. Teacher Department Head Math Resource Teacher	3A.4. Lesson Plans and Walk through Data	3A.4. FCAT CORE K12 Common Assessments	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. Availability of technology	3B.1. Increased use of technology to enhance learning and increase engagement.	3B.1. Teacher, Tech Specialists, and Coaches	3B.1. Lesson Plans, observations, and teacher data	3B.1. FAA final results		

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

Mathematics Goal #3B: By June 2013, there will be a 5% increase in the total number of students making learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	72% of students stayed the same or made a gain	*77% of students will make a learning gain*					
		3B.2. Basic computation hinders the students' ability to do higher order math processes.	3B.2. Students will utilize classroom instruction, technology and homework to move basic math skills to a level of automaticity.	3B.2. Teacher Mentor Administration	3B.2. Lesson Plans Walkthroughs	3B.2. FAAS data Formative assessments	
		3B.3. The teacher has not had cooperative learning training	3B.3. Students will use cooperative learning strategies to process and learn math concepts.	3B.3. Administration Mentor Teacher	3B.3. Lesson Plans Attendance at cooperative learning training Walkthroughs	3B.3. FAAS data Lesson Plans	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Student knowledge of how to grid an answer	4A.1. Students will be given a gridded response question on unit tests.	4A.1 Math Resource Teacher and Dept Head.	4A.1. Common Assessment Format	4A.1. FCAT		

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

Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box. By June 2013, there will be a 4% increase in the total number of students in the lowest quartile making learning gains on the FCAT 2.0.						
	57% (572)	61% (612)				
		4A.2. Student unfamiliarity with the reference sheet	4A.2. A reference sheet with the math formulas and information will also be provided so students will learn to select correct formulas on a given problem.	4A.2. Administration	4A.2. Student notebooks	4A.2. FCAT CORE K12 Common Assessments	
		4A.3. Additional assistance and opportunities for those in the lowest quartile.	4A.3. Intensive math class will be provided in addition to grade level math class for available students in the lowest quartile.	4A.3. Administration	4A.3. Master Schedule	4A.3. FCAT CORE K12	

		4A.4. Lack of practice time and availability of technology	4A.4. Students will practice math skills using iXL.com	4A.4. Administration Teachers Department Head Math Resource Teacher	4A.4. iXL Reports	4A.4. FCAT CORE K12	

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** 44% (147)	39% (385)	35% (345)	31% (306)	28% (276)	25% (247)	22% (217)
Mathematics Goal #5A: *Enter narrative for the goal in this box.* By June 2017 there will be a 50% reduction in the achievement gap between student achieving a level three and above and those achieving a level one or two.							

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: Lacking background knowledge, lack of home support. Hispanic: Possible Lang. barrier Econo Disadv: Lack of computers at home, high absentee, problems at home that carry into the school. SWD: Making sure the teachers know how to make proper accommodations for them.	5B.1. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms.	5B.1. Teacher Administration	5B.1. Walkthroughs Notebook Checks	5B.1. FCAT CORE K12		
Mathematics Goal #5B: *Enter narrative for the goal in this box.* By June 2013, students within ethnic subgroups not making learning gains will decrease by 10% of the previous year's FCAT 2.0 data.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical White: 39% (92) Black: 12% (2) Hispanic: 58% (35) Asian: NA American Indian: NA Econo Disadv: 41% (330) SWD: 34% (75)	White: 35% (82) Black: 11% (1) Hispanic: 52% (31) Asian: NA American Indian: NA Econo Disadv.37% (301) SWD: 31% (68)				
		5B.2. As a group, students may not complete homework due to language barriers or home environment	5B.2. Students will be challenged to complete Problem Sets/ and or projects and write to explain their answers.	5B.2. Teacher Administration	5B.2. Walkthroughs Student accountable talk and work samples	5B.2. FCAT CORE K12
		5B.3. Students are not familiar with FCAT questioning format.	5B.3. Math teachers will use FCAT style Do Nows.	5B.3. Teacher Administration Department Head Math Resource Teachers	5B.3. Walkthroughs Work Samples	5B.3. FCAT CORE K12

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Understanding Vocabulary	5C.1. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms	5C.1. Teacher Administration	5C.1. Walkthroughs Notebook Checks	5C.1. FCAT CORE K12		
Mathematics Goal #5C: *Enter narrative for the goal in this box.* By June 2013, there will be a 5% decrease in the number of ELL students not achieving learning gains on the FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% (14)	52% (12)					

		5C.2. As a group, students may not complete homework due to language barriers or home environment.	5C.2. Students will be challenged to complete Problem Sets/ and or projects and write to explain their answers.	5C.2. Teacher Administration	5C.2. Walkthroughs Student accountable talk and work samples	5C.2. FCAT CORE K12	
		5C.3. Students are not familiar with FCAT questioning format.	5C.3. Math teachers will use FCAT style Do Nows.	5C.3. Teacher Administration Department Head Math Resource Teachers	5C.3. Walkthroughs Work Samples	5C.3. FCAT CORE K12	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Understanding Vocabulary	5D.1. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms	5D.1. Teacher Administration	5D.1. Walkthroughs Notebook Checks	5D.1. FCAT CORE K12		

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

Mathematics Goal #5D: Enter narrative for the goal in this box. By June 2013, there will be a 7% decrease in the number of students with disabilities not achieving learning gains on the FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	66% (145)	59% (130)				
		5D.2. As a group, students may not complete homework due to language barriers or home environment.	5D.2. Students will be challenged to complete Problem Sets/ and or projects and write to explain their answers.	5D.2. Teacher Administration	5D.2. Walkthroughs Student accountable talk and work samples	5D.2. FCAT CORE K12
		5D.3. Students are not familiar with FCAT questioning format.	5D.3. Math teachers will use FCAT style Do Nows	5D.3. Teacher Administration Department Head Math Resource Teachers	5D.3. Walkthroughs Work Samples	5D.3. FCAT CORE K12

Based on the analysis of student achievement data and reference to	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

"Guiding Questions," identify and define areas in need of improvement for the following subgroup:							
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Understanding Vocabulary	5E.1. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms	5E.1. Teacher Administration	5E.1. Walkthroughs Notebook Checks	5E.1. FCAT CORE K12		
Mathematics Goal #5E: *Enter narrative for the goal in this box.* By June 2013, there will be a 6% decrease in the number of students with disabilities not achieving learning gains on the FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59% (483)	53% (431)					

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

		5E.2. As a group, students may not complete homework due to language barriers or home environment.	5E.2. Students will be challenged to complete Problem Sets/ and or projects and write to explain their answers.	5E.2. Teacher Administration	5E.2. Walkthroughs Student accountable talk and work samples	5E.2. FCAT CORE K12	
		5E.3. Students are not familiar with FCAT questioning format.	5E.3. Math teachers will use FCAT style Do Nows	5E.3. Teacher Administration Department Head Math Resource Teachers	5E.3. Walkthroughs Work Samples	5E.3. FCAT CORE K12	

End of Middle School Mathematics Goals
End of Florida Alternate Assessment High School Mathematics Goals

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		

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

1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Students may lack critical thinking skills	1.1. Students will be challenged to complete Problem Sets/and or projects and write to explain their answers.	1.1. Teacher Administration	1.1. Walkthroughs Student accountable talk and work samples	1.1. Alg. 1 EOC CORE K12 FCAT	
Algebra 1 Goal #1: *Enter narrative for the goal in this box.* By June 2013, there will be a 1% increase in the number of students scoring at an achievement level 3 on the Algebra 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	40% (26)	*41% (27)*				
		1.2. Understanding New Vocabulary	1.2. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms	1.2. Teacher Administration	1.2. Walkthroughs Notebook Checks	1.2. Alg. 1 EOC CORE K12
		1.3 Students' perceived value of their peers input	1.3 Math teachers will use Cooperative Learning teaching strategies, including Sage and Scribe	1.3 Math Resource Teacher Math Dept. Head Administration	1.3 Common Assessments	1.3 Alg. 1 EOC CORE K12

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1 Students may lack critical thinking skills	2.1 Students will be challenged to complete Problem Sets/and or projects and write to explain their answers.	21 Teacher Administration	2.1 Walkthroughs Student accountable talk and work samples	2.1 Alg. 1 EOC CORE K12 FCAT		
Algebra Goal #2: *Enter narrative for the goal in this box.* By June 2013, there will be a 1% increase in the number of students scoring at an achievement level 4 or 5 on the Algebra 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	53% (34)	*54% (35)*					
		2.2 Understanding New Vocabulary	2.2 Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms	2.2 Teacher Administration	2.2 Walkthroughs Notebook Checks	2.2 Alg. 1 EOC CORE K12	

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

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

		3.3 Students' perceived value of their peers input	3.3 Math teachers will use Cooperative Learning teaching strategies, including Sage and Scribe	3.3 Math Resource Teacher Math Dept. Head Administration	3.3 Common Assessments	3.3 Alg. 1 EOC CORE K12	

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** 40% (2)	32% (65 tested, but we reduced it to 8% and 5 students did not meet the state standards requirements)	1%	1%	1%	1%	1%
Algebra 1 Goal #3A: *Enter narrative for the goal in this box* By June 2017 there will be a 50% reduction in the achievement gap in Alg. 1 between student achieving a level three and above and those achieving a level one or two.							

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: Lacking background knowledge, lack of home support. Hispanic: Possible Lang. barrier Econo Disadv: Lack of computers at home, high absentee, problems at home that carry into the school. SWD: Making sure the teachers know how to make proper accommodations for them.	3B.1. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms.	3B.1. Teacher Administration	5B.1. Walkthroughs Notebook Checks	3B.1. Alg. 1 EOC CORE K12		
Algebra 1 Goal #3B: *Enter narrative for the goal in this box.* By June 2013, students within ethnic subgroups not making learning gains will decrease by 10% of the previous year's FCAT 2.0 data.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box. White: 95% (42) Black: NA Hispanic: 86% (12) Asian: NA American Indian: NA Econo Disadv: 91% (42) SWD: 100% (1)	*Enter numerical data for expected level of performance in this box.* White: 96% (42) Black: NA Hispanic: 88% (12) Asian: NA American Indian: NA Econo Disadv: 92% (42) SWD: 100%				
		3B.3. Students are not familiar with FCAT questioning format.	3B.3. Math teachers will use State EOC style Do Nows.	3B.3. Teacher Administration Department Head Math Resource Teachers	3B.3. Walkthroughs Work Samples	3B.3. Alg. 1 EOC CORE K12

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. Language Barrier	3C.1. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms.	3C.1. Teacher Administration	3C.1. Walkthroughs Notebook Checks	3C.1. Alg. 1 EOC CORE K12		

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

Algebra 1 Goal #3C: *Enter narrative for the goal in this box.* By June 2013, there will be a 5% decrease in the number of ELL students not achieving state standards on Alg. 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA (no students in Alg. were ELL)	*NA (no students in Alg. were ELL)*				
	3C2. As a group, students may not complete homework due to language barriers or home environment	3C2. Students will be challenged to complete Problem Sets/ and or projects and write to explain their answers.	3C.2. Teacher Administration	3C2. Walkthroughs Student accountable talk and work samples	3C.2. Alg. 1 EOC CORE K12	
		3C.3. Students are not familiar with FCAT questioning format.	3C.3. Math teachers will use FCAT style Do Nows.	3C.3. Teacher Administration Department Head Math Resource Teachers	3C.3. Walkthroughs Work Samples	3C.3. Alg. 1 EOC CORE K12

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. Organization	3D.1. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms.	3D.1. Teacher Administration	3D.1. Walkthroughs Notebook Checks	3D.1. Alg. 1 EOC CORE K12		
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.* By June 2013, there will be a 5% decrease in the number of SWDs not obtaining state standards on Alg. 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (1)	*100%*					

		3D2. As a group, students may not complete homework due to language barriers or home environment	3D2. Students will be challenged to complete Problem Sets/ and or projects and write to explain their answers.	3D2. Teacher Administration	3D2. Walkthroughs Student accountable talk and work samples	3D.2. Alg. 1 EOC CORE K12	
		3D.3. Students are not familiar with FCAT questioning format.	3D.3. Math teachers will use FCAT style Do Nows.	3D3. Teacher Administration Department Head Math Resource Teachers	3D3. Walkthroughs Work Samples	3D.3. Alg. 1 EOC CORE K12	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Organization	3E.1. Math students will utilize a math journal to record math notes and writing samples to help increase comprehension of concepts, vocabulary, and algorithms.	3E.1. Teacher Administration	3E1. Walkthroughs Notebook Checks	3E.1. Alg. 1 EOC CORE K12		
Algebra 1 Goal #3E: _Enter narrative for the goal in this box._ By June 2013, there will be a 5% decrease in the number of Economically Disadvantaged students not obtaining state standards on Alg. 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	_91% (42)_	_96% (44)_					

		3E2. As a group, students may not complete homework due to language barriers or home environment	3E2. Students will be challenged to complete Problem Sets/ and or projects and write to explain their answers.	3E2. Teacher Administration	3E2. Walkthroughs Student accountable talk and work samples	3E2. Alg. 1 EOC CORE K12	
		3E.3. Students are not familiar with FCAT questioning format.	3E.3. Math teachers will use FCAT style Do Nows.	3E3. Teacher Administration Department Head Math Resource Teachers	3E3. Walkthroughs Work Samples	3E.3. Alg. 1 EOC CORE K12	

End of Algebra 1 EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						

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

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
Focus on Professional Development of CCSS (Instructional Practice Standards for Math) for CCSS	All grades	District Office CCSS Committee Administration Staff Development Comm. Dept. Heads Coaches & Resource Teachers	All teachers	Aug. 2012-Ongoing	Evidence will be attendance, agenda, dept. meetings, presentation documents, student sample work and lesson plans.	Administration and district
Training teachers in the Art and Science of Teaching in Celebrating Student, Success, Rubric, and Lesson Plans	All Grades	Administration District	All teachers	Aug. 2012-on going	PreObservation Conferences Observations Post Observation Conferences	Administration
Teacher inservice training on integrating technology in the classroom.	All Grades	Technology Specialist, Administration Teachers who are knowledgeable about technology	All teachers	Sept. 2012-on going	Walk throughs, Observations Computer program data	Administration

Mathematics Budget (Insert rows as needed)

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

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
iXL			
Subtotal:$1000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
SMART Boards			
Subtotal:$5000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Cooperative learning, manipulatives and journaling.	Trainers, stipends and materials	Title I	$2500
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Creation of Common Assessments	Stipends	Title I	$2000
Math help in the classroom	Math Coach	Title I	$60,000
Subtotal:$62000			
Total:$70500			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

* 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. Teachers and students need a way to track progress prior to the 8th grade FCAT.	1A.1. The Science teachers will utilize CORE K-12 and Body of Knowledge tests to formatively assess their students, track growth, and guide instruction to meet student needs.	1A.1. Science Department Head, Science Coach	1A.1. Data analysis as a department and lesson plans	1A.1. CORE K12 and Body of Knowledge Data		

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

Science Goal #1A: *Enter narrative for the goal in this box.* By June 2013, there will be a 3% increase in the total students scoring on grade level.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	36% (115)	42% (134)				
		1A.2. Students need a way to review previously learned content.	1A.2. FCAT Explorer/FCAT Focus will be utilized by all grade-level students on a consistent basis.	1A.2. Science Coach	1A.2. Schedule will be provided	1A.2. FCAT and CORE K12 Tests	
		1A.3. S students need a deeper understanding of science content presented through a variety of learning styles.	1A.3. Teachers will provide at least one hands-on learning experience weekly. Students will write to analyze the experience. Inquiry based labs will occur at the end of each unit.	1A.3. All Science Teachers, Science Coach	1A.3. Walkthroughs, lesson plans, observations	1A.3. CORE K12, Body of Knowledge, and FCAT tests	

		1A.4 Students and teachers need a tool for tracking learning.	1A.4. Students will utilize a science notebook to record experiments, vocabulary, writing, and science concepts.	1A.4 All Science Teachers, Science Coach	1A.4 Walkthroughs, Sharing at Department Meetings	1A.4 Notebook, Unit Tests, CORE K12, Body of Knowledge, and FCAT	
		1A.5 Students lack of retention of content information, Students need a way to review previously learned content.	1A.5 Eighth grade students will receive a cumulative review prior to FCAT testing.	1A.5 All Science Teachers, Science Coach	1A.5 Walkthroughs, Lesson Plans	1A.5 CORE K12, Body of Knowledge, and FCAT tests	

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

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Students need to apply the scientific method with increased independence.	2A.1. In-class Science Fair project will be required in a cooperative learning environment. Individual projects will be required for Advanced and Gifted Classes.	2A.1. All teachers	2A.1. Number of students who participate in science fair, lesson plans	2A.1. CORE K12 and Body of Knowledge scores in the area of Nature of Science		
Science Goal #2A: *Enter narrative for the goal in this box.* By June 2013, there will be a 2% increase in the total students achieving grade level proficiency in science.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	6% (19)	*12% (38)*					

		2A.2. Higher-level students need to be challenged beyond the basic classroom curriculum.	2A.2. Students with FCAT level scores of 4 and 5 will be in advanced science classes.	2A.2. Administration	2A.2. Master schedule, Student schedule	2A.2. FCAT, CORE K12, Body of Knowledge Assessments	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

End of Elementary and Middle School Science Goals

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						

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

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
Introduce Timeline of CCSS	All grades	Administration District	All teachers	Aug. 2012- Oct. 2012	Presentation of CCSS Timeline, attendance and agenda. Teachers will have additional CCSS training.	Administration and district
Introduce Literacy Anchor Standards Across the Curriculum	All grades	Administration District Supervisors, Literacy Coach, Writing Resource Teacher,	All teachers	Aug. 2012- Oct 2012	Evidence that teachers were introduced to the Literacy Anchor Standards across the curriculum will be attendance, agenda, and presentation documents. Use a pre and post survey on understanding/ comfort level.	Administration and district
Focus on Professional Development of CCSS (Instructional ELA/ Literacy Anchor Standards across the curriculum) for CCSS *Focus on Text Complexity	All grades	District Office CCSS Committee Administration Staff Development Comm. Dept. Heads Coaches & Resource Teachers	All teachers	Aug. 2012-Ongoing	Evidence will be attendance, agenda, dept. meetings, presentation documents, student sample work and lesson plans.	Administration and district
Training teachers in the Art and Science of Teaching in Celebrating Student Success, Rubric, and Lesson Plans	All Grades	Administration District	All teachers	Aug. 2012-on going	PreObservation Conferences Observations Post Observation Conferences	Administration
Teacher inservice training on integrating technology in the classroom.	All Grades	Technology Specialist, Administration Teachers who are knowledgeable about technology	All teachers	Sept. 2012-on going	Walk throughs, Observations Computer program data	Administration

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

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
Use of technology	SMART Boards / student responders	Title I	$5000
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
SD on the use of SMART Boards, FCAT Explorer, and student responders.	Stipends for after school training	Title I	$500
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Support in their classrooms	Science Coach	Title I	$30,000
Subtotal:			
Total:$35500			

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Lacking background knowledge, limited planning time, all teachers need to be involved in student writing.	1A.1. Appropriate writing techniques, including DBQ writing, will be modeled and implemented on a regular basis in all curricular areas.	1A.1. LA Department Head/Writing Coach, Administration	1A.1. Lesson Plans and walkthroughs	1A.1. Lacking background knowledge, limited planning time, all teachers need to be involved in student writing.		

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

Writing Goal #1A:	2012 Current Level of Performance:*						
Enter narrative for the goal in this box. By June 2013, there will be a 7% increase in the total students achieving a 4.0 or above in writing for each of the subgroups	2013 Expected Level of Performance:*						
	73% (242)	80%(259).					
		1A.2. Teachers utilize database to monitor and adjust instruction.	1A.2. Use enhanced database to progress monitor student writing scores and area of need on a quarterly basis.	1A.2. LA Department Head/Writing Coach, Administration	1A.2. Database content	1A.2. FCAT Writes School-wide Writing Assessment My Access??	
		1A.3. Teachers need to know how to assist and score students in writing.	1A.3. COPS (Capitalization, organization, punctuation, spelling) will be considered when grading any written assignment in all curricular areas.	1A.3. LA Department Head/Writing Coach, Administration	1A.3. Database content, student work samples, and Walkthroughs	1A.3. FCAT Writes School-wide Writing Assessment My Access??	

		1A.4. Teachers need to know how to model, assist, and score writing.	1A.4. Teachers will participate in CIS Plan Training and DBQ Writing and Scoring Training	1A.4. LA Department Head/Writing Coach, Administration, Literacy Coach, Social Studies Department Head	1A.4. Lesson Plans Database Content	1A.4. FCAT Writes School-wide Assessment My Access??	
		1A.5. Scheduling the classes and the behavior in the intensive writing classes.	1A.5. An intensive writing course will be offered to students in need.	1A.5. Writing Coach	1A.5. Writing Conference Forms	1A.5. FCAT Data and student database	
		1A.6. Computer access, teachers need to know how to use the program	1A.6. Teachers will use My Access for various writing assignments at least once a quarter	1.A.6. Administration	1A.6. Student Work Samples from the program, lesson plans	1A.6. FCAT Data My Access	

Writing Professional Development

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

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

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
Introduce Timeline of CCSS and Introduce Literacy Anchor Standards Across the Curriculum	All grades	Administration District Supervisors, Literacy Coach, Writing Resource Teacher,	All teachers	Aug. 2012- Oct. 2012	Presentation of CCSS Timeline, attendance and agenda. Teachers will have additional CCSS training.	Administration and district
Train teachers on new FCAT Writing Scoring standards	All grades	Administration District Supervisors, Literacy Coach, Writing Resource Teacher,	All teachers	Aug. 2012- Oct 2012	Evidence that teachers were introduced to the new FCAT Writing Standards via attendance, agenda, and presentation documents.	Administration and district
Focus on Professional Development of CCSS (Instructional ELA/Literacy Anchor Standards across the curriculum) for CCSS *Focus on Text Complexity	All grades	District Office CCSS Committee Administration Staff Development Comm. Dept. Heads Coaches & Resource Teachers	All teachers	Aug. 2012-Ongoing	Evidence will be attendance, agenda, dept. meetings, presentation documents, student sample work and lesson plans.	Administration and district
Training teachers in the Art and Science of Teaching in Celebrating Student, Success, Rubric, and Lesson Plans	All Grades	Administration District	All teachers	Aug. 2012-on going	PreObservation Conferences Observations Post Observation Conferences	Administration

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

Teacher inservice training on integrating technology in the classroom.	All Grades	Technology Specialist, Administration Teachers who are knowledgeable about technology	All teachers	Sept. 2012-on going	Walk throughs, Observations Computer program data	Administration
Teacher inservice on using My Access writing program.	All Grades	Outside Vendor	Core group of teachers who will then train others.	Sept. 2012	Data review from the program	Writing Coach and Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Access Software	My Access Software License	Title I	$7000
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
My Access	On-line training from company	Title I	$750
Subtotal:			
Other			

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

Strategy	Description of Resources	Funding Source	Amount
Writing support for all subjects in their classrooms	Writing Coach	Title I	$60,000
Subtotal:			
Total:$67,750			

End of Writing Goals

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. Parental support and accountability, teacher accountability	1.1. 1st period teacher will monitor daily attendance, parent contact at 3 consecutive days, referral to social worker at 10 total days.	1.1. 1st period teacher, team, social worker, administration.	1.1. Quarterly analysis of student attendance.	1.1. Esembler and TERMS.		

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

Attendance Goal #1: *Enter narrative for the goal in this box.* By June 2013, there will be a 7% decrease in students missing more than 10 days	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	26% missed 10 or more days	*Less than 25% will miss 10 days or more*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	26%	*25%*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*					
		1.2. Intrinsic/ extrinsic Motivation	1.2. Quarterly celebrations will be contingent on attendance.	1.2. teachers, team, social worker, administration, front office staff	1.2. Quarterly analysis of student attendance.	1.2. Esembler and Terms	

		1.3. Time Teacher accountability	1.3. Teachers will communicate attendance status with students	1.3. Teachers Administration Social Worker School Psychologists Counselors	1.3. Weekly analysis of student attendance	1.3. Esembler, Behavior Management	

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)			

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

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

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

End of Attendance Goals

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					

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

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. Students who do not follow through with alternatives to suspension interventions.	1.1 Alternative to suspension interventions will be given with options, to families, to help create buy in. This will be afternoon detentions.	1.1. Administration Administrative assistant ATS teachers	1.1. Attendance at alternative to suspension interventions	1.1. End of year suspension data		
Suspension Goal #1: *Enter narrative for the goal in this box.* By June 2013, there will be a 10% decrease in the number of out of school suspensions students receive during the year.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	117	*100*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	72	*50*					
	2012 Total Number of Suspensions	2013 Expected Number of Suspensions					

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

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

	1107	*996*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	197	*177*					
		1.2. Scheduling students into ISS	1.2. Mystery ISS (In School Suspension) will be implemented with fidelity.	1.2. Administration Teachers	1.2. ISS schedules Student work packets	1.2. End of year suspension data, TERMS	
		1.3. Agreement to the discipline on incidences that may make the process longer than it should.	1.3. The discipline committee will review the Discipline Matrix.	1.3. Discipline Committee Teachers Administration	1.3. Discipline committee meetings on a monthly basis.	1.3. Number of Referrals, Teacher Survey, Parent Survey	

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
After school detention	Pay staff to cover detentions after school to prevent students from missing class	ATS Funds	$7500
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:$7500			

End of Suspension Goals

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

<u>**Parent Involvement Goal(s)**</u>
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. Consistency with content and regularity of communication	1.1. Teams will communicate with parents on a weekly basis.	1.1. Team Leaders	1.1. Parent feedback Behavior Management E-mail Connect Ed Phone Log Remind 101 (texting)	1.1. Parent attendance at events and parent survey		

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

Parent Involvement Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* **By June 2013, 30% of the parents will participate in family events.**	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	???	*???*					
		1.2. Parents lack of time and interest	1.2. Parenting classes will be offered	1.2.Social Worker Administration School Psychologist Counselors	1.2. Parent feedback	1.2. Parent attendance at classes	
		1.3. Parent participation and follow through	1.3. Parent will sign a parent compact form during registration process	1.3. Administration Front Office Staff	1.3. Completion of compacts	1.3. Student data and results	

		1.4 Parents willingness to attend school functions to enhance how to assist their children's academic skills.	1.4 Family events will be offered on a quarterly basis.	1.4 School Staff Administration	1.4 Committees will organize events and create an action plan.	1.4 Attendance	

Parent Involvement Professional Development

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

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
Parent Nights – Science Make and take, Math Pi Night, Family Game Night, Family Literacy Night, Open House	Food, Prizes and Materials for evening events	Title I and SAC	$5000
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:$5000			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Enter narrative for the goal in this box.* PRSMS teachers will utilize technology in the classrooms.	1.1. Student time on task, attendance, availability of technology when needed due to many state assessment requirements. Need a survey to determine if it is being used.	1.1. Staff will utilize technology to engage students and monitor their progress - Student Responders, Document Cameras, Handheld Devices, iPads, iPods, and Computers.	1.1. Administration, Data Analysis Team Writing Resource Teacher	1.1 Lesson Plans and Walk through Data My Access data	1.1 FCAT, FAIR, Benchmark assessments, and FCAT Focus, Student Survey, Student work samples
	1.2.	1.2. Teams of Teacher will schedule computer usage in their classroom.	1.2. Administration	1.2. Calendar on the computer cart.	1.2. Calendar on cart, Data from various software.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each					

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

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
Teachers will be provided technology training related to their content area.	All grades	Dept. Head, Tech Spec., Admin., Academic Coaches, Media Spec.	All Teachers	Aug. 2012-on-going	Observation in the classroom, Technology Survey given to students	Administration
Teachers will be training on My Access Writing Program	All grades	Dept. Head, Tech Spec., Admin., Academic Coaches, Media Spec.	All Teachers	Aug. 2012-on-going	My Access Data, Technology Survey given to students	Administration

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

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

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)

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

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box. *90% of the students will be exposed to various career and educational opportunities through CTE classes by June 2013.*	Lack of technology due to budgetary constraints Obsolesce of existing equipment and technology.	7th grade students will be assigned to a CTE wheel class with an emphasis on career education	Administration	Master schedule	Student schedules
	1.2. Volunteers schedule constraints due to time frame	1.2. Students will be able to interact with community business leaders during GATI	1.2. Administration GATI school coordinator	1.2. Sign in sheet	1.2. Total number of participants
	1.3. Scheduling	1.3. All 8th grade students will be given the opportunity to participate in CTE semester classes as electives	1.3. Administration	1.3. Master Schedule	1.3. Student Schedules
	1.4 Release of Class Time	1.4 Junior Achievement will be offered to all 8th graders to inform them of career opportunities, the value of education and money.	1.4 Administration	1.4 Student response to the presentation	1.4 Student feedback

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning					

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

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

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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
COIN Computer Program	New computers for Technology Class	District Special Budget Request	$15,000
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$15000			

End of CTE Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:$62,500
CELLA Budget
Total:$500
Mathematics Budget
Total:$70,500
Science Budget
Total:$35,500
Writing Budget
Total:$67,750
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:$7500
Dropout Prevention Budget

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

	Total:
Parent Involvement Budget	
	Total:$5000
STEM Budget	
	Total:
CTE Budget	
	Total:$15,000
Additional Goals	
	Total:
	Grand Total:$264,250

Differentiated Accountability

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

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

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

School Advisory Council (SAC)
SAC Membership Compliance

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

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

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

☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The SAC has already requested that a repeat performance of their family game night occur this year.

Describe the projected use of SAC funds.	Amount
Family Game Night	$2500
TBD	