

Florida Department of Education



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

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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: FRANKLIN COUNTY SCHOOL	District Name: FRANKLIN
Principal: GEORGE OEHLERT	Superintendent: NINA M. MARKS
SAC Chair: PAUL MARXSEN	Date of School Board Approval: PENDING

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](#)

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Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	GEORGE OEHLERT	Professional Educator Certification: Social Science 5 – 9; Elementary Ed K-6 Degrees: MA Business Administration; BS Science Education	7	11	2011-2012 Principal – FCS: <u>Combination School Grade Pending—Percentages unavailable</u> HS Reading LG Lowest 25% LG HS Math LG Lowest 25% LG HS Writing HS Science 2010-2011 Principal – FCS: Combination School Grade = B HS Reading 58% LG 56% Lowest 25% LG 58% HS Math 58% LG 59% Lowest 25% LG 71% HS Writing 79% HS Science 38%
Assistant Principal	ERIC BIDWELL	Professional Educator Certification: Educational Leadership; English 6-12 Degrees: MS Educational Leadership; BS English	3	1.5	Combination School – Same as above

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	HAROLYN WALKER	Professional Educator's Certification: Elementary Education 1-6; Primary Ed K-3; ESOL Endorsement; Reading Endorsement Degree: MA Reading	19	9	Combination School – Same as above
Reading	KRIS BRAY	Professional Educator's Certification: Elementary Education 1-6; Reading K-12; Reading Endorsement; Exceptional Student Education K-12; Autism Spectrum Disorders Endorsement Degree: MA Language Arts/Reading	3	10	Combination School – Same as above
Math	DALE MILLENDER	Professional Educator Certificate: Mathematics 6-12; Physics 6-12 Degree: MS Mathematics Education	14	0	Combination School – Same as above

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Induction Program	Peer Teacher/Mentor	1 year
2. Utilize Teach-in-Florida website	Principal	April, 2013
3. Lesson Study	Instructional Coaches	June, 2013
4. Teacher Recognition Program	Principal	June, 2013
5. Marzano Teacher iObservation and Evaluation System	Principal and administrative staff	April, 2013

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
Teaching staff: 0	N/A
Paraprofessionals: 0	N/A

Staff Demographics

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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
70	2% [2]	21% [15]	24% [17]	54% [38]	35% [24]	100%	17% [12]	0	4% [3]

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
Lydia Countryman	Kassi Malcolm	Both teach middle school math.	Learning to use technology to enhance classroom instruction, to use student recordkeeping system, and to use classroom management tools. Learning to write professional development plans. Training on the teacher observation/evaluation system. Training to understand the school/ community culture.
Patty Creamer	Shevial Weston	Both teach high school math.	Learning to use technology to enhance classroom instruction, to use student recordkeeping system, and to use classroom management tools. Learning to write professional development plans. Training on the teacher observation/evaluation system. Training to understand the school/ community culture.

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Charlie Wilkinson	Robert Revercomb	Both teach high school science	Learning to use technology to enhance classroom instruction, to use student recordkeeping system, and to use classroom management tools. Learning to write professional development plans. Training on the teacher observation/evaluation system. Training to understand the school/ community culture.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Provides supplemental staff, instructional materials, and educational technology programs to increase proficiency rates of economically disadvantaged students who did not make progress in reading, math, writing or science.
Title I, Part C- Migrant Provides supplemental services to increase proficiency rates of migratory children in reading, math, writing and science by collaborating with the Panhandle Area Educational Consortium (PAEC).
Title I, Part D N/A
Title II Provides mentoring services and staff development for teachers in collaboration with Title 1, Part A.
Title III N/A
Title X- Homeless Provides a homeless liaison to identify, refer, and place homeless children and families in the most appropriate educational environment and to provide a list of available resources and services.
Supplemental Academic Instruction (SAI) Provides summer programs such as the Summer Reading Camp for grade 3 and collaborates with IDEA, Part B federal funds to provide extended school year services for students with disabilities.
Violence Prevention Programs IDEA and Title I funds provide professional development on Crisis Prevention Intervention (CPI) for school staff and on Positive Behavior Support (PBS) for the prevention of bullying and harassment of students.
Nutrition Programs Food Service provides a free breakfast and lunch for all students and a snack for after-school programs.
Housing Programs N/A
Head Start N/A
Adult Education Collaborates with Adult School Program by providing facilities and resources for adult students and co-enrolled students.
Career and Technical Education Provides professional and career academies such as Culinary Arts, Building Technology Academy and Digital Design Academy. Career Technical Education (CTE) classes offered for seventh and eighth grade students.

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<p>Job Training Provides job shadowing opportunities for students with disabilities and an employment program for students with disabilities who are seeking a Special Diploma, Option 2.</p>
<p>Other</p>

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. George Oehlert, Principal Lisa Sweatt, MTSS Coordinator and School Psychologist Kris Bray and Harolyn Walker, Reading Coaches Dale Millender, Math Coach David Meyer, Assistive Technology Specialist (as needed) Angela Taylor, Speech Language Pathologist (as needed) Wanda Teat and Roderick Robinson, Guidance Counselors General Education Teachers (as appropriate for students)</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS team meets weekly to review screening data and progress monitoring data for students who are in the process of being referred or have been referred for MTSS/MTSS services. The MTSS team coordinates with grade level teams, assessment teams and data analysis teams to review data and instructional and/or behavioral interventions.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP? Many of the members on the MTSS team also serve on the School Improvement Team and provide input for the development of the School Improvement Plan. The MTSS team members assist in providing goals and objectives for increasing achievement in math, reading, science, and writing. Data is collected and shared throughout the year in order to monitor the progress of students as it relates to goals and objectives in the School Improvement Plan.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The MTSS team uses data provided by classroom teachers such as grades, FAIR data, FCAT scores, Stanford Ten scores, STAR reports, and ThinkLink reports.</p>
<p>Describe the plan to train staff on MTSS. PAEC provides ongoing training in the MTSS process, including data monitoring and providing interventions.</p>
<p>Describe the plan to support MTSS. Teachers work as a part of the MTSS team to provide meaningful interventions to struggling students. Funding is provided for professional development activities through grants and the general fund.</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Kris Bray, Harolyn Walker, Lee Smith, Audrey Gay, Barbara Lee, Jamie Duhart, Tim Wheeler, Lydia Countryman, Patty Creamer, Eric Bidwell
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets 1 x per month to discuss curriculum and programs, Accelerated Reader, Fair data, STAR data, and student interventions for MTSS/RtI.
What will be the major initiatives of the LLT this year? Implementing Harcourt StoryTown, SpringBoard, and Glencoe English Series

Public School Choice

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

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

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

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

Preschool children are screened with the BDI-2 during Child Find to determine if they need further evaluation. Based on the results of the screening, eligible special needs students are evaluated and placed in exceptional student education. Instruction using VPK standards prepare preschool children for kindergarten. Registration for kindergarten is conducted in the spring. Parents are notified through flyers, radio announcements, and the school website. A field trip is scheduled at the end of the school year to introduce preschool students to the kindergarten classrooms on the main campus.

****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?

Every teacher contributes to reading improvement for all students through the practice of content area reading activities. The school literacy plan is to provide professional development to all teachers to work on reading endorsement or CAR-PD so that students will receive reading instruction in reading classes and across all content area classes. Teachers receive a \$500 bonus for completing the reading endorsement. Teachers are provided stipends to attend training provided by the district for reading endorsement classes conducted during the summer or after school hours.

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**High Schools Only*

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

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

Elective courses are provided in business education, band, technology, construction, and culinary arts. These courses provide students the opportunity to make decisions about their future as they transition from secondary to postsecondary school.

The Franklin County Education Foundation works with students to provide interdisciplinary collaboration on how subjects are connected and how the curriculum will affect their lives.

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

The school provides preregistration so students may review their four-year plan with the guidance counselor. Students may also access the CHOICES.org website to create their four-year plan, research colleges and careers, complete interest and aptitude surveys, etc. Students may choose from courses offered at the school or, if eligible, they may enroll in dual enrollment courses and/or virtual school.

A curriculum guide is provided for high school students to delineate the requirements for graduation, course offered, course prerequisites, career tracks and scholarship programs. The guide is available to parents and students to help plan their high school path. The guide is updated each year and is available in print and on the school website.

Postsecondary Transition

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

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

1. Students will have the opportunity to participate in leadership activities through a variety of extracurricular activities.
2. Students will be provided information concerning ACT and other college preparatory assessments. Students will have the opportunity to participate in an ACT preparatory class during the 2nd semester.
3. All 10th grade students are scheduled to take the ACT – PLAN (ACT predictor assessment).
4. The Guidance Department will discuss the Bright Futures Scholarship program with students in grades 9-12 so they understand eligibility requirements.
5. The Curriculum Coordinator and Guidance Department will hold grade-level informational nights for parents concerning the issues at each grade level.
6. Various colleges are invited to speak with 11th and 12th grade students about the programs offered at their institutions during College/Career Day.
7. Students have the opportunity to visit postsecondary campuses as well as career fairs through school sponsored field trips.

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8. Florida Virtual School and Gulf Coast State College are utilized for on-line credit requirement.
9. Students who have not passed FCAT Reading and Math for graduation purposes are scheduled into Intensive Math and Intensive Reading courses.
10. After school tutoring is available.
11. Students are recruited into programs based on their areas of interest by guidance, program/course instructors, mentor teachers and peers.
12. The Guidance Department counsels student as appropriate regarding Dual Enrollment courses. The percentage of students participating in dual enrollment continues to increase.
13. Information is provided to parents through local media, school newsletters, the school marquee, open house, parent meetings, reading night, and various other school functions.
14. The College Placement Test is administered to juniors and seniors who have passed the graduation exam. Based on CPT scores, remedial college preparatory courses are offered in reading and math.
15. AP and dual enrollment classes are offered.
16. Students have an opportunity to participate in the CFES (College For Every Student) program, which provides mentors to low SES students, provides field trips to colleges and universities, and promotes literacy.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Implementing a new curriculum in the middle school language arts/reading classes. Limited time for analyzing data and planning classroom instruction to integrate reading, writing, speaking, and listening across content areas.</p>	<p>1A.1 Data team will work with teachers to analyze student data to guide classroom instruction and develop differentiated instruction.</p>	<p>1A.1. George Oehlert, Principal</p>	<p>1A.1. On-going progress monitoring specific to related subject area.</p>	<p>1A.1. FCAT Data Discovery Education Assessments (reading) FAIR Formal/Informal classroom assessments</p>		
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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Students in grades 3 - 8 will increase the number of students scoring at Level 3 on the reading portion of the FCAT from 26% (122) to 30% (161)</p>							
	26% (122)	30% (161)					
		<p>1A.2. Availability of funds for teacher participation and loss of teacher instruction time while attending professional development activities.</p>	<p>1A.2. Continue teacher professional development based on student and teacher needs assessments.</p>	<p>1A.2. George Oehlert, Principal</p>	<p>1A.2. Follow up activities and observations related to specific area of professional development</p>	<p>1A.2. FCAT Data Discovery Education Assessments (reading) FAIR Formal/informal classroom assessments</p>	
		<p>1A.3. Students are not reading enough independently</p>	<p>1A.3. Students will be encourage to read one book every two weeks</p>	<p>1A.3. Reading Coach</p>	<p>1A.3. Reading Logs and AR reports</p>	<p>1A.3. Mastery of AR assessments</p>	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1 Teachers do not have adequate training in teaching the access points curriculum.	1B.1. Teachers will complete access points training.	1B.1. Principal PAEC	1B.1. Follow up activities and observations related to teachings access points curriculum.	1B.1. FAA		
<u>Reading Goal #1B:</u> Students scoring at Levels 4, 5, and 6 in reading will increase from 33% [2] to 37% [3].	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	33% [2]	37% [3]					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Adjustment to instruction and practices needed to comply with new standards and new curriculum; Targeting level 4s and 5s to maintain achievement t..	2A.1. Teachers participate in vertical and horizontal planning and alter pacing guides to cover more specific material in a timely manner. They will analyze data to determine instructional needs.	2A.1. George Oehlert, Principal	2A.1. On-going progress monitoring	2A.1. FCAT Data Discovery Education Assessments FAIR STAR Informal/formal classroom assessments		
<u>Reading Goal #2A:</u> Increase the number of students scoring at levels 4 & 5 on the reading portion of FCAT from 18% (96) to 22% (118).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	18% (96)	22% (118)					
		<p>2A.2. Adjustments to instruction and practices to comply with the Next Generation State Standards as well as transitioning to the Common Core State Standards for the 2013-14 school year.</p>	<p>2A.2. Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school year and adjust curriculum as necessary.</p> <p>Continue teacher professional development based on student and teacher needs assessments.</p> <p>Continue to provide scientific research based reading strategies for all students in reading instruction, including content area reading.</p>	<p>2A.2. George Oehlert, Principal</p>	<p>2A.2. On-going progress monitoring</p>	<p>2A.2. FCAT Data Discovery Education Assessments FAIR STAR Informal/formal classroom assessments</p>	
		<p>2A.3. Students lack high order thinking skills</p>	<p>2A.3. Close reading Question generation</p>	<p>2A.3. George Oehlert Principal</p>	<p>2A.3. Monitoring classroom assessments</p>	<p>2A.3. FCAT data Discovery Education Assessments FAIR Informal/formal classroom assessments</p>	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1 Teachers do not have adequate training in teaching the access points curriculum.</p>	<p>2B.1. Teachers will complete access points training.</p>	<p>2B.1. Principal PAEC</p>	<p>2B.1. Follow up activities and observations related to teachings access points curriculum.</p>	<p>2B.1. FAA</p>		
<p><u>Reading Goal #2B:</u> Students reading at or above Level 7 on the FAA will increase from 67% [4] to 83% [5].</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>67% [4]</p>	<p>83% [5]</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Adjustments to instruction and practices to comply with the Next Generation State Standards as well as transitioning to the Common Core State Standards for the 2013-14 school year.	3A.1. Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.	3A.1. George Oehlert, Principal	3A.1. On-going Progress Monitoring	3A.1. FCAT Data Discovery Education Assessments FAIR STAR Formal/Informal classroom assessments		
<u>Reading Goal #3</u> Increase the number of students making learning gains on the reading portion of the FCAT from 59% (315) to 80% (428).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	59% (315)	80% (428)					
		<p>3A.2. Adjustments to instruction and practices to comply with the Next Generation State Standards as well as transitioning to the Common Core State Standards for the 2013-14 school year.</p>	<p>3A.2. Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school year and adjust curriculum as necessary.</p>	<p>3A.2. George Oehlert, Principal Instructional Coach</p>	<p>3A.2. On-going Progress Monitoring</p>	<p>3A.2. FCAT Data Discovery Education Assessments FAIR STAR Formal/Informal classroom assessments</p>	

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		3A.3. Adjustments to instruction and practices to comply with the Next Generation State Standards as well as transitioning to the Common Core State Standards for the 2013-14 school year.	3A.3. Continue teacher professional development based on student and teacher needs assessments.	3A.3. George Oehlert, Principal	3A.3. On-going Progress Monitoring	3A.3. FCAT Data Discovery Education Assessments FAIR STAR Formal/Informal classroom assessments	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1 Teachers do not have adequate training in teaching the access points curriculum.	3B.1. Teachers will complete access points training.	3B.1. Principal PAEC	3B.1. Follow up activities and observations related to teachings access points curriculum.	3B.1. FAA		

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<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
33% [2] of students taking the FAA will make learning gains.							
	Data not available	33% [2]					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Increase of students with special needs within this subgroup.	4A.1. Placement in intensive instructional settings.	4A.1. Principal-George Oehlert	4A.1. On-going Progress in Monitoring	4A.1. STAR FCAT Data Discovery Education Assessments FAIR On-going formal/ informal classroom assessments		
<u>Reading Goal #4A:</u> Increase the number of students making learning gains in the lowest quartile to 80% (107) on the reading portion of the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	56% (75)	80% (107)					

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		<p>4A.2. Increase of students with special needs within this subgroup.</p>	<p>4A.2. Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school year and adjust curriculum as necessary.</p> <p>Continue teacher professional development based on student and teacher needs assessments.</p> <p>Continue to provide scientific research based reading strategies for all students in reading instruction.</p>	<p>4A.2. Principal-George Oehlert</p>	<p>4A.2. On-going Progress Monitoring</p>	<p>4A.2. STAR FCAT Data Discovery Education Assessments FAIR On-going formal/informal classroom assessments</p>	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Reading Goal #4B:</u> N/A--All FAA students at Franklin County School scored Level 5 or above.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), 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%	44%	55%	60%	64%	69%	73%
<u>Reading Goal #5A:</u> AMOs for reading will increase from 44% to 73% over the next five years.							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. An increase in students with disabilities within each subgroup.</p>	<p>5B.1. Teachers will analyze student data to guide classroom instruction including differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school year and adjust curriculum as necessary.</p> <p>Continue teacher professional development based on student and teacher needs assessment. Continue to provide scientific research based reading strategies for all students.</p>	<p>5B.1. Principal-George Oehlert</p>	<p>5B.1. On-going Progress Monitoring</p>	<p>5B.1 FCAT Data Discovery Education Assessments (reading) FAIR Formal/Informal classroom assessments</p>		
<p><u>Reading Goal #5B:</u></p> <p>All students in ethnic subgroups will meet the AYP requirements as defined by the 2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: 45% [206] Black: 29% [30] Hispanic: 63% [9] Asian: N/A American Indian: N/A	White: 76% [348] Black: 50% [51] Hispanic: 55% [8] Asian: 80% [3] American Indian: 55% [3]					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Adjustments to instruction and practices to comply with the Next Generation State Standards Access Points as well as transitioning to the Common Core State Standards for the 2013-14 School Year.</p>	<p>5C.1. Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school year and adjust curriculum as necessary.</p> <p>Continue teacher professional development based on student and teacher</p>	<p>5C.1. Principal-George Oehlert</p>	<p>5C.1. On-going Progress Monitoring</p>	<p>5C.1 FCAT Data CELLA Ballard-Tighe IPT Discovery Education Assessment (reading) FAIR Formal/Informal classroom assessments</p>		
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		needs assessments. Continue to provide scientific research based reading strategies for all students in reading.					
<u>Reading Goal #5C:</u> ELL students making satisfactory progress in reading will increase to the state average.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	38% [3]					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. An increase of students with special needs within this subgroup.</p>	<p>5D.1. Teachers will analyze student data to guide classroom instruction including differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school year and adjust curriculum as necessary.</p> <p>Continue teacher professional development based on student and teacher needs assessment. Continue</p>	<p>5D.1. Principal-George Oehlert</p>	<p>5D.1. On-going progress monitoring</p>	<p>5D. FCAT Data Discovery Education Assessments FAIR Ongoing formal-informal classroom assessments</p>		
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		to provide scientific research based reading strategies for all students.					
Reading Goal #5D: SWD making satisfactory progress in reading will increase by 4%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	25% [38]	29% [44]					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. An increase of students with special needs within this subgroup.</p>	<p>5E.1. Teachers will analyze student data to guide classroom instruction including differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school year and adjust curriculum as necessary.</p> <p>Continue teacher professional development based on student and teacher needs assessment.</p>	<p>5E.1. Principal-George Oehlert</p>	<p>5E.1. On-going Progress Monitoring</p>	<p>5E.1. FCAT data Discovery Education Assessments FAIR Ongoing formal-informal classroom assessments</p>		
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		Continue to provide scientific research based reading strategies for all students.					
<u>Reading Goal #5E:</u> 46% of all economically disadvantaged students will improve scoring at or above grade level in Reading as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	43%	46%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	Grades K-12	Nick O’Grady	K-12 Reading/Language Arts, Science, Social Studies Teachers		Analyzing on-going progress monitoring data Periodic classroom visits Coaching sessions with reading coach and teachers	Reading Coaches
District Reading Plan Study	Grades K-12 Reading, Science, Social Studies	Martha Weimorts	K-12 Reading/Language Arts, Science, Social Studies Teachers		Analyzing on-going progress monitoring data Periodic classroom visits Coaching sessions with reading coach and teachers	
Using Progress Monitoring Data To Adjust Instruction	Grades K-5? Reading, Science, Social Studies	Reading Coaches	K-12 Reading/Language Arts, Science, Social Studies Teachers	Twice per month during teacher planning time	Analyzing on-going progress monitoring data Periodic classroom visits Coaching sessions with reading coach and teachers	Reading Coaches
Text Complexity/ Close Reading	Grades 3-12 Reading/ Language, Science, Social Studies	Reading Coaches	K-12 Reading/Language Arts, Science, Social Studies Teachers		Analyzing on-going progress monitoring data Periodic classroom visits Coaching sessions with reading coach and teachers	Reading Coaches
Thinklink/FAIR Data Analysis	Grades K-12 Reading, Science, Social Studies	Reading Coaches	K-12 Reading/Language Arts, Science, Social Studies Teachers		Analyzing on-going progress monitoring data Periodic classroom visits Coaching sessions with reading coach and teachers	Reading Coaches
Springboard	Grades 6-8	Reading Coaches	6-8 Language Arts/Reading Teachers	Once per month	Analyzing ongoing progress monitoring data Periodic classroom visits Coaching sessions with reading coach and teachers	Reading Coaches

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CAR-PD	Grades 6-12	Reading Coaches	6-8 Language Arts/Reading, History, Science Teachers			Reading Coaches
Comprehension Instructional Sequence	Grades 3-12	Reading Coaches	3-12 8 Language Arts/ Reading, History, Science Teachers			Reading Coaches

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Springboard	General Budget	Guaranteed Reading Allocation	\$6,250.00
SIRP: Vocabu-lit	General Budget	Guaranteed Reading Allocation	\$6,250.00
Subtotal: \$12,500			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading Endorsement PD	PAEC	Guaranteed Reading Allocation	\$10,000
FAIR K-5 Elementary Teacher Training	PAEC, DOE, ISRD	Guaranteed Reading Allocation	\$ 5,000
Next Generation Content Area Reading	PAEC, DOE, ISRD	Guaranteed Reading Allocation	\$16,500
Subtotal: \$31,500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Reading Coaches [2]	General Budget	Guaranteed Reading Allocation	\$117,892
Assessment Costs	General Budget	Guaranteed Reading Allocation	\$ 5,000
Summer Reading Camps [materials]	General Budget	Guaranteed Reading Allocation	\$ 1,283
Subtotal: \$124,175			
Total: \$168,175			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Students have limited command of English language.	1.1. Place students with Language Arts teacher who has ESOL certification.	1.1 ESOL Coordinator Principal	1.1. Teacher will clarify for understanding. Opportunities to orally deliver information will be given. ELL committee will meet to discuss student progress.	1.1. IPT CELLA	
<u>CELLA Goal #1:</u> Students scoring proficient in listening/speaking will increase by 6% [1].	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	36% [5]					
		1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1 Students have limited vocabulary development and inconsistent individual reading practice.	2.1 Students will create an individual vocabulary notebook	2.1 ESOL Coordinator Principal	2.1 Monthly evaluation	2.1 FAIR CELLA Assessment 2013	
<u>CELLA Goal #2:</u> 50% of ELL students will score proficient in reading [5].	<u>2012 Current Percent of Students Proficient in Reading:</u> 0					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1 Limited interaction with competent and fluent English speakers.	2.1 Provide students opportunities to use language in a variety of social and academic contexts.	2.1 ESOL Coordinator Principal	2.1 Monthly classroom assessments	2.1 CELLA Assessment 2013	
CELLA Goal #3: 50% of ELL students will score proficient in writing [5].	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	0					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
ONLINE IPT	General Budget	General Budget	\$1,200
Subtotal: \$1,200			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ESOL Endorsement	PAEC	General Budget	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$1,200			

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1 Transition to new curricula (EnVision Math) Lack of professional development for new EnVision Math curricula	1A.1. Additional and continuous PD provided for Envision Math for curricula implementation and integration of CCSS into Envision Math	1A.1. Principal George Oehlert	1A.1 Ongoing progress monitoring	1A.1. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students scoring at Achievement Level 3 in mathematics will increase by 20%.							
	26% [51]	40% [79]					
	K-2 CCSS full implementation 1A.3. 3 rd Grade 15% proficiency-no fidelity to the curricula	1A.2. Envision Math PD for supplemental resources to integrate CCSS into math curricula	1A.2. Principal George Oehlert	1A.2. Ongoing progress monitoring	1A.2. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT	1A.2.	

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	<p>1A.3. Frequent classroom observations to ensure fidelity to the curricula with instructional differentiation.</p> <p>Mathematics Instructional Coach as a teacher resource with monthly grade level meetings.</p> <p>Student assessment three times/ yearly with bi monthly data assessment and instructional modification of instruction as necessary.</p>	<p>1A.3. Principal George Oehlert</p>	<p>1A.3 Ongoing progress monitoring</p>	<p>1A.3 Classroom Observations by math coach, principal, and assistant principal using Marzano evaluation system.</p> <p>. Think Link Assessment (Benchmark aligned)</p> <p>Star Math Assessment (pathway to proficiency for FCAT)</p> <p>Informal Assessment</p> <p>FCAT</p>	<p>1A.3.</p>	
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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> N/A—100% [1] of students taking the FAA in 2012 scored at Achievement Level 6.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% [1]						
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1 Transition to new curricula (EnVision Math) Lack of professional development for new EnVision Math curricula	1A.1. Additional and continuous PD provided for Envision Math for curricula implementation and integration of CCSS into Envision Math	1A.1. Principal George Oehlert	1A.1 Ongoing progress monitoring	1A.1. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Increase the percentage of students scoring above proficiency by 3% on the Spring 2013 FCAT Math Test.</p>							
	<p>14% [27]</p>	<p>17% [33]</p>					
		<p>1A.2. K-2 CCSS full implementation</p>	<p>1A.2. Envision Math PD for supplemental resources to integrate CCSS into math curricula</p>	<p>1A.2. Principal George Oehlert</p>	<p>1A.2. Ongoing progress monitoring</p>	<p>1A.2. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT</p>	

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		1A.3. 3 rd Grade 15% proficiency- no fidelity to the curricula	1A.3. Frequent classroom observations to ensure fidelity to the curricula with instructional differentiation. Mathematics Instructional Coach as a teacher resource with monthly grade level meetings. Student assessment three times/yearly with bi monthly data assessment and instructional modification of instruction as necessary.	1A.3. Principal George Oehlert	1A.3 Ongoing progress monitoring	1A.3 Classroom Observations by math coach, principal, and assistant principal using Marzano evaluation system. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: N/A—100% [1] of students scored at Achievement Levels 5 and 6 on the FAA in 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% [1]						

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. No AP math classes available at end of educational process</p>	<p>2A.1. Increase the rigor of the curricula by an emphasis on the use of student critical thinking skills for problem solving and diverse problem solving strategies.</p> <p>Increase the base for the number of eighth grade students taking algebra 1 in order to have at least a class of ten for advanced math studies in high school.</p> <p>Vertical Alignment professional development available for teachers.</p>	<p>2A.1. Principal George Oehlert</p>	<p>2A.1. Ongoing progress monitoring</p>	<p>2A.1. Think Link Assessment (Benchmark aligned)</p> <p>Star Math Assessment (pathway to proficiency for FCAT)</p> <p>Informal Assessment</p> <p>FCAT</p>		
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Increase the percentage of students scoring above proficiency by 3% on the Spring 2013 FCAT Math Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	14% [27]	17% [33]					
		2A.2. Gaps in the curricula	2A.2. Vertical Alignment professional development available for teachers. Monthly across grade level meetings to share gaps in the curricula and develop possible solutions.	2A.2. Principal George Oehlert	2A.2. .Ongoing progress monitoring	2A.2. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT	
		2A.3. Implementing EnVision curricula with fidelity	2A.3. Professional development provided for teachers for proper curricula implementation. Frequent classroom observations using the Marzano evaluation system .	2A.3. Principal George Oehlert	2A.3 Ongoing progress monitoring	2A.3. Classroom Observations by math coach, principal, and assistant principal using Marzano evaluation system. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1 Teachers do not have adequate training in teaching the access points curriculum.</p>	<p>2B.1. Teachers will complete access points training.</p>	<p>2B.1. Principal PAEC</p>	<p>2B.1. Follow up activities and observations related to teachings access points curriculum.</p>	<p>2B.1. FAA</p>		
<p><u>Mathematics Goal #2B:</u> Students scoring at or above Level 7 in mathematics on the FAA will increase by 100% [1].</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0</p>	<p>100% [1]</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Fidelity to the curricula	3A.1. . Professional development provided for teachers for proper curricula implementation. Frequent classroom observations using the Marzano evaluation system	3A.1. George Oehlert, principal	3A.1. Ongoing progress monitoring	3A.1. Teacher lesson plans along with observations using the Marzano method of teacher evaluation.		
<u>Mathematics Goal #3A:</u> The percentage of students who make learning gains will increase to 70% [87].	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	49.19% [61]	70% [87]					

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		3A.2. Differentiation of instruction	3A.2. Modeling by peer teachers and math instructional coach.' Professional development on topic of differentiation of instruction.	3A.2. George Oehlert, principal	3A.2. Ongoing progress monitoring	3A.2. Observations using the Marzano method of teacher evaluation	
		3A.3. Gaps in curricula	3A.3. Vertical Alignment professional development available for teachers. Monthly across grade level meetings to share gaps in the curricula and develop possible solutions.	3A.3. George Oehlert, principal	3A.3. Ongoing progress monitoring	3A.3. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1 Teachers do not have adequate training in teaching the access points curriculum.	3B.1. Teachers will complete access points training.	3B.1. Principal PAEC	3B.1. Follow up activities and observations related to teachings access points curriculum.	3B.1. FAA		
<u>Mathematics Goal #3B:</u> 100% [1] of students taking FAA will make learning gains in mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data available	100% [1]					

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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	3A.1. Fidelity to the curricula	3A.1. Professional development provided for teachers for proper curricula implementation. Frequent classroom observations using the Marzano evaluation system.	3A.1. George Oehlert, Principal	3A.1. Ongoing progress monitoring	3A.1. Teacher lesson plans along with observations using the Marzano method of teacher evaluation.		
<u>Mathematics Goal #4A:</u> The percentage of students in the lower 25% making learning gains will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% [0]	10% [12]					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	

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		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal #4B:</u> N/A—Only one student took the FAA and scored Level 6.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 40%	40%	50%	55%	60%	65%	70%
<u>Mathematics Goal #5A:</u> AMO performance targets will increase from 45% to 70% over the next five years.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White:38% [65] Black:24%% [5] Hispanic:50% [3] Asian:na American Indian:100% [1] Lack of parent involvement.</p>	<p>5B.1. More one on one instruction and after school tutoring through The Nest program.</p>	<p>5B.1. Principal</p>	<p>5B.1. Ongoing progress monitoring.</p>	<p>5B.1. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation system</p>		
<p><u>Mathematics Goal #5B:</u> The number of all students in subgroups by ethnicity making AYP in math will increase.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:38%[65] Black:24%[5] Hispanic:50% [3] Asian:na American Indian:100%[1]</p>	<p>White:50%[33] Black:40%[8] Hispanic:60% [4] Asian:na American Indian:100%[1]</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> N/A—No ELL students took the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Providing accommodations to SWD in the general education classroom	5D.1. Provide training to teachers and staff.	5D.1. Principal PAEC	5D.1. Observations Marzano teacher evaluation tool	5D.1. Marzano teacher evaluation tool		
<u>Mathematics Goal #5D:</u> The percentage of SWD making satisfactory progress in mathematics will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	28%	32%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Lack of parental support due to lack of resources.	5E.1. Provide hands on materials and other resources for parents to assist with student learning.	5E.1. Principal	5E.1. RTI Meetings Ongoing progress monitoring	5E.1. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation system		
<u>Mathematics Goal #5E:</u> The number of economically disadvantaged students making AYP will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	34% [60]	50% [89]					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

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		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
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End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Students are lacking the math skills to achieve on grade level status.</p>	<p>1A.1. Target interventions for students not responding to core supplemental instruction using the problem solving process. Enrolling students in an intensive math class for remediation if they scored an Achievement Level 1 or 2 in the prior school year in mathematics.</p>	<p>1A.1. Principal</p>	<p>1A.1. Ongoing progress monitoring</p>	<p>1A.1. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation system</p>		
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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The number of students in grades 6-8 who achieved an Achievement Level 3 in mathematics will increase.							
	26% [46]	35% [62]					
		1A.2. The rigor of FCAT 2.0	1A.2. Increasing the rigor of instruction in all math classes. Transitioning from a teacher centered math class to a more student centered class environment. Broadening the base of 8 th grade algebra 1 students from 6 to 15.	1A.2. Principal	1A.2. Ongoing progress monitoring	1A.2. Think Link Assessment (Benchmark aligned) Star Math Assessment (pathway to proficiency for FCAT) Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation system	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Mathematics Goal #1B:</u> N/A—100% [1] of students scored at Levels 5 and 6 in mathematics on the FAA.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% [1]</p>	<p>100% [1]</p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. Continuing the Rigor of instruction for Level 4 students in all subjects and to be successful and increase or maintain students ability</p>	<p>2A.1. Implement Higher level teaching and thinking Increasing the rigor of instruction in all math classes. Transitioning from a teacher centered math class to a more student centered class environment. Broadening the base of 8th grade algebra 1 students from 6 to 15.</p>	<p>2A.1. Principal</p>	<p>2A.1. Ongoing progress monitoring. Math Departmental meetings every 4 1/2 weeks to review student progress data, modify lesson plans , adjust differentiated instructional methods, and plan for enrichment exercises.</p>	<p>2A.1. Think Link Assessment (Benchmark aligned) 3 times per year. Star Math Assessment (pathway to proficiency for FCAT). Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation system</p>		

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<p><u>Mathematics Goal #2A:</u> The number of students scoring at or above Achievement Levels 4 and 5 in mathematics will increase.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>8% [15]</p>	<p>10% [18]</p>					
		<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	
		<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1 Teachers do not have adequate training in teaching the access points curriculum.</p>	<p>2B.1. Teachers will complete access points training.</p>	<p>2B.1. Principal PAEC</p>	<p>2B.1. Follow up activities and observations related to teachings access points curriculum.</p>	<p>2B.1. FAA</p>		
<p><u>Mathematics Goal #2B:</u> 100% [1] of students will score at or above Level 7 on FAA mathematics.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	0	100% [1]					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Students are not responding to the core instruction</p>	<p>3A.1. Plan interventions that will address students who are not responding to core instruction. Focus on Math Data and include modeled instruction and guided practice.</p> <p>Enrolling students in an intensive math class for remediation if they scored an Achievement Level 1 or 2 in the prior school year in mathematics.</p> <p>Use differentiated instructional methods for small group</p>	<p>3A.1. Principal</p>	<p>3A.1. Ongoing progress monitoring.</p> <p>Math Departmental meetings every 4 1/2 weeks to review student progress data, modify lesson plans, adjust differentiated instructional methods, and plan for enrichment exercises.</p>	<p>3A.1. Think Link Assessment (Benchmark aligned) 3 times per year.</p> <p>Star Math Assessment (pathway to proficiency for FCAT).</p> <p>Informal Assessment</p> <p>FCAT</p> <p>Classroom observations by math coach, principal, and assistant principal using Marzano evaluation</p>		
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		focused learning.					
<u>Mathematics Goal #3A:</u> Percentage of students making learning gains will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	25% [41]	70% [116]					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1 Teachers do not have adequate training in teaching the access points curriculum.	3B.1. Teachers will complete access points training.	3B.1. Principal PAEC	3B.1. Follow up activities and observations related to teachings access points curriculum.	3B.1. FAA		
<u>Mathematics Goal #3B:</u> 100% [1] of students will make learning gains in mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A	100% [1]					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Additional Supplemental Instructional Materials are needed.	4A.1. We will use "Algebra Ready" and "Coach" books, as well as "Big Ideas" supplemental materials to help students in data indicated areas of need.	4A.1. Principal	4A.1. Ongoing progress monitoring. Math Departmental meetings every 4 1/2 weeks to review student progress data, modify lesson plans, adjust differentiated instructional methods, and plan for enrichment exercises.	4A.1. Think Link Assessment (Benchmark aligned) 3 times per year. Star Math Assessment (pathway to proficiency for FCAT). Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation		
<u>Mathematics Goal #4A:</u> The percentage of the lowest 25% of students making learning gains will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% [0]	10% [18]					

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		4A.2. More one on one and differentiated instruction are necessary.	4A.2. Students who score on Achievement Levels 1 and 2 in prior year, will be enrolled in an intensive math class in conjunction with their grade level math class for remediation. Also, middle school math teachers offer tutoring after school for one hour twice weekly.	4A.2. Principal	4A.2. Ongoing progress monitoring. Math Departmental meetings every 41/2 weeks to review student progress data, modify lesson plans , adjust differentiated instructional methods, and plan for enrichment exercises.	4A.2. Think Link Assessment (Benchmark aligned) 3 times per year. Star Math Assessment (pathway to proficiency for FCAT). Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1 Teachers do not have adequate training in teaching the access points curriculum.	4B.1. Teachers will complete access points training.	4B.1. Principal PAEC	4B.1. Follow up activities and observations related to teachings access points curriculum.	4B.1. FAA		

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<u>Mathematics Goal</u> <u>#4B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
100% [1] of students in the lowest 25% will make learning gains in mathematics.							
		100% [1]					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 40%	40%	55%	60%	64%	69%	73%
<u>Mathematics Goal #5A:</u> By 2017, the math performance target will increase from 40% to 73%.							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: 41% Black: 28% Hispanic: 43% Asian: N/A American Indian: N/A Students not responding to the Core Instruction and Time</p>	<p>5B.1. All Level 1 and 2 students will be scheduled for an Intensive Math Class.</p>	<p>5B.1. Principal</p>	<p>5B.1. Ongoing progress monitoring</p>	<p>5B.1. Think Link Assessment (Benchmark aligned) 3 times per year. Star Math Assessment (pathway to proficiency for FCAT). Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation</p>		
<p><u>Mathematics Goal #5B:</u> Student subgroups by ethnicity will reach Annual Measurable Objectives (AMO's) as required.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 41% Black: 28% Hispanic: 43% Asian: N/A American Indian: N/A</p>	<p>White: 51% Black: 40 Hispanic: 38% Asian: N/A American Indian: N/A</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	

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		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Teachers have not been properly trained to accommodate ELL students in the general education classroom.	5C.1. Provide accommodations training and ESOL Endorsement for teachers and staff who work with ELL students.	5C.1. Principal ELL/ESOL Coordinator	5C.1. Inservice follow up. Observations. Marzano evaluation tool.	5C.1. FCAT 2.0		
<u>Mathematics Goal #5C:</u> 50% [5] of ELL students will make satisfactory progress in mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0	50% [5]					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Classroom teachers will not teach the appropriate standards.	5D.1. Provide training in mathematics teaching strategies so teachers will feel more comfortable teaching the standards.	5D.1. Principal ESE Director	5D.1. Inservice follow up. Observations. Marzano evaluation tool.	5D.1. FCAT 2.0		
<u>Mathematics Goal #5D:</u> SWD making satisfactory progress in mathematics will increase from 28% to 32%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	28%	32%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Classroom teachers will not teach the appropriate standards.	5E.1. Provide training in mathematics teaching strategies so teachers will feel more comfortable teaching the standards.	5E.1. Principal ESE Director	5E.1. Inservice follow up. Observations. Marzano evaluation tool.	5E.1. FCAT 2.0		
The number of economically disadvantaged students not making satisfactory progress in mathematics will decrease.	<i>40%[62] making satisfactory progress in mathematics.</i>	<u>2013 Expected Level of Performance:*</u>					
	32% [50]	40% [62]					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics	Problem-Solving Process to Increase Student Achievement					
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1 Teachers do not have adequate training in teaching the access points curriculum.	1.1. Teachers will complete access points training.	1.1. Principal PAEC	1.1. Follow up activities and observations related to teachings access points curriculum.	1.1. FAA	
	Mathematics Goal #1: 50% of students taking FAA will score at Levels 4, 5, and 6 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		100% [4]	50% [2]				

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1 Teachers do not have adequate training in teaching the access points curriculum.	2.1. Teachers will complete access points training.	2.1. Principal PAEC	2.1. Follow up activities and observations related to teachings access points curriculum.	2.1. FAA		
Mathematics Goal #2	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring at or above Level 7 in mathematics will increase to 50% [2].							
	0	50% [2]					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: N/A—All students taking FAA scored at Levels 5 and 6.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: N/A—All students taking FAA scored at Levels 5 and 6.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Individual assistance for struggling students	1.1. FCAT tutoring will be provided every Tuesday and Thursday by mathematics teachers. Differentiated Instruction in classrooms.	1.1. Principal	1.1. Walkthroughs, Tutoring Lab Logs Differentiated Instruction implementation. Math Department workshops every 4 1/2 weeks for teacher support of methodologies and lesson planning.	1.1. Think Link Test through Discovery.com three times/year Walkthroughs, Tutoring Sign In Logs		

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Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percent of students scoring at Achievement Level 3 in Algebra 1 EOC will increase.							
	35% [15]	40% [17]					
		1.2. Planning Time Constraints	1.2. Scheduled Math Departmental Workshops every 4 ½ weeks (3hr) and 3 Saturdays (8 to 3) for teacher support, differentiated instructional planning, and planning purposes in general.	1.2. Principal	1.2. Ongoing progress monitoring	1.2. Think Link Assessment (Benchmark aligned) 3 times per year. Star Math Assessment (pathway to proficiency for FCAT). Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation	

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		<p>1.3. Lack of Rigor</p>	<p>1.3. Preplanning math workshop (4 days) for curriculum alignment with benchmarks and focus calendar/pacing guides developed.</p> <p>Broaden the 8th grade Algebra 1 base from 6 to 15 students.</p> <p>Teach 8th grade algebra 1 students in middle school environment and teach pre-algebra skills to all students prior to enrollment in algebra 1.</p> <p>Insert AP statistics into schedule for 2013/2014 school year.</p>	<p>1.3. Principal</p>	<p>1.3. Ongoing progress monitoring.</p> <p>Walkthroughs/ Observations using Marzano method of teacher evaluation.</p>	<p>1.3. Think Link Assessment (Benchmark aligned) 3 times per year.</p> <p>Star Math Assessment (pathway to proficiency for FCAT).</p> <p>Informal Assessment</p> <p>FCAT</p> <p>Classroom observations by math coach, principal, and assistant principal using Marzano evaluation</p>	
		<p>1.4 Common instructional strategies</p>	<p>1.4 Scheduled Math Dept. Workshops every 4 ½ weeks with modeling of and examples of instructional strategies.</p>	<p>1.4 Principal</p>	<p>1.4 Walkthroughs/ Observations using Marzano method of teacher evaluation.</p>	<p>1.4 Think Link Assessment (Benchmark aligned) 3 times per year.</p> <p>Star Math Assessment (pathway to proficiency for FCAT).</p> <p>Informal Assessment</p> <p>FCAT</p> <p>Classroom observations by math coach, principal, and assistant principal using Marzano evaluation</p>	

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		1.5 Struggling students mastery of skills/ passing EOC to meet High School Graduation requirements	1.5 Tutoring for students retaking Algebra 1 EOC every Tuesday and Thursday , 1 hour sessions	1.5 Principal	1.5 Tutoring Sign In Logs	1.5 Results (Scores) on FCAT 2.0 retake 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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Lack of rigor</p>	<p>2.1. Math department professional development with a focus on learning techniques which help move from a teacher centered learning environment to a more student centered learning environment, as well as PD focusing on critical thinking techniques used in solving real world problems.</p> <p>Infusing a greater percentage of real world problems into the daily lesson plans for math.</p>	<p>2.1. Principal</p>	<p>2.1. Ongoing progress monitoring.</p> <p>Classroom Observations by math coach, principal, and assistant principal using Marzano evaluation</p>	<p>2.1. Think Link Assessment (Benchmark aligned) 3 times per year.</p> <p>Star Math Assessment (pathway to proficiency for FCAT).</p> <p>Informal Assessment</p> <p>FCAT</p> <p>Classroom observations by math coach, principal, and assistant principal using Marzano evaluation</p>		
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<u>Algebra Goal #2:</u> The percent of students scoring at or above Achievement Levels 4 and 5 in Algebra 1 will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2% [1]	10% [4]					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>32% Proficiency</u>	37%	44%	50%	56%	62%	68%
Algebra 1 Goal #3A: In six years, FCS will reduce the achievement gap by 50%. Baseline data indicated that 32% of students were proficient. Therefore, an achievement gap of 68% was noted. Reducing the achievement gap by 50% would ensure that by 2016-2017, 68% of students would be proficient in algebra 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		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. Ability to target instruction White:37% Proficient Black: 37% Proficient Hispanic: Asian: American Indian:</p>	<p>3B.1. Use Think Link data results to target instruction.</p>	<p>3B.1 Principal.</p>	<p>3B.1. Ongoing progress monitoring</p>	<p>3B.1. Think Link Assessment (Benchmark aligned) 3 times per year. Star Math Assessment (pathway to proficiency for FCAT). Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation</p>		
<p><u>Algebra 1 Goal #3B:</u> All student subgroups by ethnicity making satisfactory progress in Algebra 1 will increase.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Percent Proficient White:37%[13] Black:38%[3] Hispanic: Asian: American Indian:</p>	<p>Percent Proficient White:50%[18] Black:50%[4] Hispanic: Asian: American Indian:</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra 1 Goal #3C: N/A—No ELL students will be taking the Algebra I EOC during 2012-2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</p>	<p>3E.1. Economic Stress and little support from home.</p>	<p>3E.1. To help students at school as much as possible, knowing that the support is not there at home.</p> <p>Create a positive environment at school where there is the least possible amount of stress and as much support as possible.</p>	<p>3E.1. Principal</p>	<p>3E.1. Classroom observations noting classroom stress levels present.</p> <p>RTI meetings.</p>	<p>3E.1. Classroom observations.</p> <p>Think Link Assessment (Benchmark aligned) 3 times per year.</p> <p>Star Math Assessment (pathway to proficiency for FCAT).</p> <p>Informal Assessment</p>		

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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged students making satisfactory progress in Algebra 1 will increase.							
	39% [12] Proficiency	50% [16] Proficiency					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Individual assistance for struggling students</p>	<p>1.1. FCAT tutoring will be provided every Tuesday and Thursday by mathematics teachers. Differentiated Instruction in classrooms.</p>	<p>1.1. Principal</p>	<p>1.1. Walkthroughs, Tutoring Lab Logs Differentiated Instruction implementation. Math Department workshops every 4 1/2 weeks for teacher support of methodologies and lesson planning</p>	<p>1. Think Link Test through Discovery.com three times/year Walkthroughs, Tutoring Sign In Logs Think Link Assessment (Benchmark aligned) 3 times per year. Star Math Assessment (pathway to proficiency for FCAT). Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation.</p>		
<p><u>Geometry Goal #1:</u> Only T-scores are available for the 2012 Geometry EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	12% [7] scored in the upper third.	50% [30] of students will score proficient.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Lack of rigor</p>	<p>2.1. Preplanning math workshop (4 days) for curriculum alignment with benchmarks and focus calendar/ pacing guides developed.</p> <p>Broaden the 8th grade Algebra 1 base from 6 to 15 students.</p> <p>Teach 8th grade algebra 1 students in middle school environment and teach pre-algebra skills to all students prior to enrollment in algebra 1.</p> <p>Insert AP statistics</p>	<p>2.1. Principal</p>	<p>2.1. Ongoing progress monitoring</p>	<p>2.1. Think Link Assessment (Benchmark aligned) 3 times per year.</p> <p>Star Math Assessment (pathway to proficiency for FCAT).</p> <p>Informal Assessment</p> <p>FCAT</p> <p>Classroom observations by math coach, principal, and assistant principal using Marzano evaluation.</p>		
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		into schedule for 2013/2014 school year.					
<u>Geometry Goal #2:</u> Only T-scores are available for the 2012 Geometry EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	12% [7] scored in the upper third.	10% [6] score at or above levels 4 and 5.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> No data available.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No data available.							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: N/A—No ELL students will be taking the Geometry EOC in 2012-2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: No data available.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: No data available.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)							
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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
Implementation of Envision Math Curricula/Integration of CCSS into Lesson Plans	Elementary/Math	Envision Math Representative	Elementary Math Teachers/Grade Level Meetings	August 2012	Ongoing Progress Monitoring	Principal
Development & Implementation of Differentiated Instruction Lesson Plans	5 th Grade, Middle & High School/ Math	Math Instructional Coach	Teachers/5 th Grade, Middle & High School	2 hour workshop: November 5-14	Team Teaching with Math Instructional Coach Observations using Marzano Method of Evaluation	Principal
Planning with Data/ Curriculum Mapping	5 th Grade, Middle & High School/ Math	Math Instructional Coach	Teachers/5 th Grade, Middle & High School	Every 4 ½ weeks throughout school year 3 Saturday Workshops: 8am to 3 pm	Ongoing Progress Monitoring Observations using Marzano Method of Evaluation	Principal
AP Statistics	High School/Math	College Board	High School Math Teacher	October 22, 2012	Insertion of AP Statistics into High School Schedule of Classes 2013/14 School Year	Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Students lack the skills to successfully interact with the design and instruction of the science text.	1A.1. Target interventions for students not responding to core supplemental instruction.	1A.1. Principal	1A.1. Ongoing progress monitoring	1A.1. Think Link Assessment (Benchmark aligned) 3 times per year. Star Math Assessment (pathway to proficiency for FCAT). Informal Assessment FCAT Classroom observations by math coach, principal, and assistant principal using Marzano evaluation.		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Percentage of students scoring at Achievement Level 3 in science will increase.							
	Elementary : 34%[23] Middle School: 24%[17]	Elementary : 40%[27] Middle School: 34%[24]					
		1A.2. Low comprehension, math skills, and applied thinking skills	1A.2. To focus on the low performance areas and strengthen the ones that they are proficient in.	1A.2. Principal	1A.2. Ongoing progress monitoring	1A.2. Think Link Assessment (Benchmark aligned) 3 times per year. Informal Assessment FCAT Classroom observations by science coach, principal, and assistant principal using Marzano evaluation.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A—No elementary or middle school students taking science FAA.							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Low comprehension skills and applied thinking skills	2A.1. To incorporate written responses that demonstrate an understanding of scientific concepts associated with benchmarks and strands.	2A.1. Principal	2A.1. Ongoing progress monitoring Discovery Assessments and Probes	2A.1. Think Link Assessment (Benchmark aligned) 3 times per year. Informal Assessment FCAT Classroom observations by science coach, principal, and assistant principal using Marzano evaluation.		
<u>Science Goal #2A:</u> Percentage of students scoring at or above Achievement Levels 4 and 5 in science will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Elem: 15% [10] Middle School: 6% [4]	Elem: 18% [12] Middle School: 10% [7]					

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		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: N/A—No students taking science FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: N/A—No students taking science FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: N/A—No students taking science FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student						

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	Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Individual assistance for struggling students	1.1. Differentiated instruction will be used to help struggling students. Discovery Education Think Link probes will be developed and used to remediate and for student practice.	1.1. Principal	1.1. Ongoing progress monitoring.	1. Think Link tests given 3 times/year. Classroom observations. EOC		
<u>Biology 1 Goal #1:</u> Only T-scores are available for the 2012 Biology EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	27% [21] scored in upper third.	50% [40] will score at proficiency level.					
		1.2. Common Planning Time	1.2. Science department meetings every 4 ½ weeks to address pacing of curricula and instructional methods/problems, and lesson planning with student data results.	1.2. Principal	1.2. Ongoing progress monitoring.	2. Think Link tests given 3 times/year. Classroom observations using Marzano method of evaluation. EOC	
		1.3. Lack of rigor	1.3. Move from a teacher centered learning environment to a more student centered learning environment. Professional development made available to teachers for implementation of above.	1.3. Principal	1.3. Ongoing progress monitoring.	1.3. Think Link tests given 3 times/year. Classroom observations using Marzano method of evaluation. EOC	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</p>	<p>2.1. Individual assistance for struggling students</p>	<p>2.1. Differentiated instruction will be used to help struggling students.</p> <p>Discovery Education Think Link probes will be developed and used to remediate and for student practice</p>	<p>2.1. Principal</p>	<p>2.1. Ongoing progress monitoring</p>	<p>2.1. Think Link tests given 3 times/year.</p> <p>Classroom observations.</p> <p>EOC</p>		
<p>Biology 1 Goal #2:</p> <p>The percentage of students scoring at or above levels 4 and 5 will be 10% or greater.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>27% [21] students scored in upper third.</p>	<p>At least 10% [8] of students will score at or above Level 4 on Geometry EOC.</p>					

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		2.2. Common Planning Time	2.2. Science department meetings every 4 ½ weeks to address pacing of curricula and instructional methods/problems, and lesson planning with student data results.	2.2. Principal	2.2. Ongoing progress monitoring	2.2. Think Link tests given 3 times/year. Classroom observations using Marzano method of evaluation. EOC	
		2.3. Lack of rigor	2.3. Move from a teacher centered learning environment to a more student centered learning environment. Professional development made available to teachers for implementation of above.	2.3. Principal	2.3. Ongoing progress monitoring	2.3. Think Link tests given 3 times/year. Classroom observations using Marzano method of evaluation. EOC	

End of Biology I EOC Goals

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
Science Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development & Implementation of Differentiated Instruction Lesson Plans	Middle & High/Science	Science Instructional Coach	Teachers/Middle & High School Science	2 h PD: November 1-15	Team Teaching with Science Instructional Coach	Principal
Science Dept. Meetings/Lesson Planning with Data/ Curriculum Mapping	5th Gr – High School/Science	Science Instructional Coach	Teachers/Middle & High School Science	1 h sessions 7 times/year	Ongoing Progress Monitoring	Principal

Science Budget (Insert rows as needed)

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

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

End of Science Goals

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		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Lack of prerequisite skills by students.</p>	<p>1A.1. Teachers will implement District Writing Focus Calendar to ensure appropriate exposure each year.</p> <p>Students will be given opportunities to edit their own writing samples.</p> <p>District-wide writing samples will be professionally scored three times each year.</p> <p>All content teachers will make it a practice to incorporate writing into their instruction.</p>	<p>1A.1. George Oehlert, Principal</p>	<p>1A.1. Observations by Principal, Assistant Principal and Reading Coaches</p>	<p>1A.1. FCAT 2.0 Writing</p>		
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<p><u>Writing Goal #1A:</u> 70% of students will achieve a Level 3.5 and/or above as measured by the Florida Writes.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>3 and above 63% (337) 3.0 Mean Prompt Score</p>	<p>70% Mean Score of 3.5 or higher</p>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Writing Goal #1B:</u> N/A—Only one student took the writing FAA and scored Level 4.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing Scoring/Instructional Implications Training	4 -10 Grade Language Arts and History	H. Walker, Kris Bray, and Yvette Lerner	Grade Level	October 15th, 2012 October 16th, 2012	Observations by Principal, Asst. Principal, and Reading Coaches	Reading Coaches

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u> NA—not required until year 2014-2015	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u> NA—not required until year 2014-2015	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History_Goal #1: N/A—not required until year 2013-2014	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: N/A—not required until year 2013-2014	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1 Accurate recordkeeping of attendance.	1.1 District implemented a Parent Portal, FOCUS, for parents to monitor their child's attendance and grade data Personal phone calls from Attendance Clerk when students are absent 2 or more consecutive days	1.1 Attendance Clerk	1.1 Review student attendance reports daily	1.1 School attendance report		

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Attendance Goal #1: Increase the daily attendance rate.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	85%	90%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	132	119					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>No data available</i>						
		1.2 Students unaware of State attendance policies	1.2 Attendance policies are printed in student planners and discussed in homeroom at the beginning of each year.	1.2 Homeroom teachers, Principal	1.2 Attendance reports	1.2 School attendance reports	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
Attendance Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
FOCUS Training	PK-12	Technology Coordinator	All teachers and staff	Pre-planning	Monitored by Attendance Clerk daily	Attendance Clerk & Principal

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1 Inconsistency of teachers enforcing school policies	1.1 Whole-group and small group meetings to communicate school policies and procedures to faculty and staff and their responsibility for enforcing rules	1.1 Principal	1.1 Review of discipline data	1.1 Discipline records		
<u>Suspension Goal #1:</u> The total number of students being suspended for both in-school and out-of-school suspensions will be reduced by half.							

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	49 Days	25 Days					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	94 Days	47Days					
		1.2 Lack of student knowledge of school policies	1.2 Students will be given District Code of Conduct books and a planner that has school rules included. Homeroom teachers will discuss policies with students. Assemblies will be held to communicate expectations to students	1.2 Principal, Assistant Principal, Homeroom teachers, Attendance Clerk	1.2 Review of discipline data	1.2 Discipline records	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Dealing with Behavior Problems	K-12	PAEC	Teachers school-wide	Pre-planning	Principal will monitor through the Marzano Evaluation process.	Principal

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Data Analysis	1.1. Dropout Prevention Team will review student data on a monthly basis for poor attendance, excessive discipline referrals and poor grades in order to target potential dropouts.	1.1. Principal	1.1. Review of attendance, discipline, and grade reports for targeted students.	1.1. Monthly Dropout Prevention Update Report		

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<p><u>Dropout Prevention</u> Goal #1:</p> <p>The graduation rate will increase to the level of the statewide average graduation rate.</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<1%**	<1%					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	59%**	71%					
	**These percentages are based on the 2010-11 data.	1.2. Availability of staff to serve as mentors and DOP team members.	1.2. DOP Team members will assign mentors to work with students at risk of dropping out.	1.2. Principal	1.2. Review of attendance, discipline, and grade reports for targeted students.	1.2. Monthly Dropout Prevention Update Report	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning</p>							
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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis Training	K-12	Attendance Clerk	Teachers grades K-12	Pre-planning	Attendance Clerk will monitor attendance data daily	Attendance Clerk

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Communications of events to parents	1.1. The principal will develop and disseminate a school calendar of parental involvement activities.	1.1. Principal	1.1. Review of monthly parent involvement tracking form.	1.1. Sign-in sheets, parent involvement tracking form		

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<p><u>Parent Involvement Goal #1:</u></p> <p>The percentage of parental involvement will increase.</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p>18%</p>	<p>38%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Parent Involvement Professional Development

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

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Title I Parent Services	PK-12	PAEC	Administration and teachers	PAEC schedules dates	Monitoring by PAEC and Principal	Principal

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Workshops	PAEC, District Staff	Potential RESTORE Act monies	
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> Add Information Technology class.	1.1. Maintaining highly qualified, certified teachers	1.1. Utilize Florida's teacher employment website	1.1. Principal	1.1. Monitor Florida's teacher employment website	1.1. Recommendation to School Board to hire teacher
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1
STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
 Career and Technical Education (CTE) Goal(s)**

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase the number of students completing ServSafe certification from 30 to 35 in the Culinary Arts program. Increase the number of students completing NCCER certification from 25 to 30 in the Building Trades program.	1.1. Maintaining highly qualified, certified teachers	1.1. Utilize Florida's teacher employment website	1.1. Principal	1.1. Monitor Florida's teacher employment website	1.1. Recommendation to School Board to hire teacher
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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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
ServSafe Training	9-12	ServSafe Trainer	Culinary Arts Teacher	During the year as needed and required	Monitoring through Marzano evaluation tools	Principal

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

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

Additional Goals Professional Development

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Additional Goal(s) Budget (Insert rows as needed)

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$168,175.00
CELLA Budget	Total: \$1,200.00
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$169,375.00

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

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

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
SAC meets monthly to monitor school improvement strategies and make recommendations. SAC promotes parent involvement activities.

Describe the projected use of SAC funds.	Amount
Incentives will be given to students who excel in FCAT and EOC testing at the highest levels.	\$1,000

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Incentives will be given to students who make learning gains on FCAT Reading and/or Math.	\$1,000