

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sorrento Elementary	District Name: Lake
Principal: Susan K. Pegram	Superintendent: Dr. Susan Moxley
SAC Chair: Kelli Staab	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Susan K. Pegram	B.S. - Elementary Education - UCF M.Ed. - Elementary Education - UCF Ed.S. - Educational Leadership – NOVA Southeastern	0	7	2011-2012: A school, No AYP – Lost Lake Elementary 2010-2011: A school, No AYP-Lost Lake Elementary 2009-2010: A school, No AYP-Lost Lake Elementary 2008-2009: A school, AYP - Lost Lake Elementary 2007-2008: A school, AYP - Lost Lake Elementary 2005-2006: A school, AYP - Windy Hill Middle 2004-2005: A school, AYP - Windy Hill Middle
Assistant Principal	Jeff Coldren	B.S. – Physical Education – Mars Hill M.S. – Educational Leadership – NOVA Southeastern	2	7	2011-2012: A school, No AYP – Sorrento Elementary 2010-2011: B school, No AYP – Sorrento Elementary 2009-2010: C school, No AYP – Beverly Shores Elementary 2008-2009: A school, No AYP – Triangle Elementary 2007-2008: C school, No AYP – Beverly Shores Elementary 2006-2007: A school, No AYP – Eustis Heights Elementary 2005-2006: C school, No AYP – Leesburg Elementary

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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)
Literacy Coach	Heidi Edwards		2	2	2011-2012 School Grade A 2010-2011 School Grade B

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Use advanced search in Search Soft to select teachers who are HQ.	Principal and Assistant Principal	Immediately
2. Select top 5-7 candidates to interview and call references.	Principal and Assistant Principal	Immediately
3. Use a panel to interview when possible.	Principal, Assistant Principal, and/or members of the Leadership Team.	Immediately
4. Assign a highly qualified teacher to mentor new teacher.	TQR - API	Immediately

Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1. Brandy Evans – Out of Field	1. Assign a HQ mentor to teacher. 2. Support teacher with professional development. 3. Give feedback to teacher using Marzano strategies.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
55	2%	23%	42%	33%	33%	98%	15%	2%	84%

Teacher Mentoring Program/Plan

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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
Wendy Hanson	Brandy Evens	Beginning Teacher	Mentor & mentee meet weekly to plan lessons, discuss teaching strategies, and analyze student data.
Fiorella Cleversey	Kathleen Brassard	Teacher Transfer	Mentor & mentee meet weekly to plan lessons, discuss teaching strategies, and analyze student data.
Jennifer Ross	Stephanie Simmens	Teacher Transfer	Mentor & mentee meet weekly to plan lessons, discuss teaching strategies, and analyze student data.
Charlene Gillespie	Colleen Cabbage	Teacher Transfer	Mentor & mentee meet weekly to plan lessons, discuss teaching strategies, and analyze student data.
Heidi Edwards	Joanne DeBoer	Teacher Transfer	Mentor & mentee meet weekly to plan lessons, discuss teaching strategies, and analyze student data.
Glenda Dunson	Judy Voss	Teacher Transfer	Mentor & mentee meet weekly to plan lessons, discuss teaching strategies, and analyze student data.
Michelle Hooks	Lew Humphrey	Teacher Transfer	Mentor & mentee meet weekly to plan lessons, discuss teaching strategies, and analyze student data.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D

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Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The RtI Leadership Team is composed of the Principal, Assistant Principal, Curriculum Resource Teacher, Literacy Coach, Guidance Counselor, School Psychologist, and Classroom Teacher.
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? Administrators: Provide models for informed data based decision making. The administrators are responsible for the fidelity of RtI implementation at the school site. Curriculum Resource Teacher/Literacy Coach: Research existing literature on academic interventions to be implemented with students exhibiting specific needs. Provide professional development to promote the implementation of evidence based instructional strategies in the classroom. Assist with the collection of progress monitoring data and assessment. Guidance Counselors: The guidance team plays an integral role in the collection and documentation of student data as well as data analysis and interpretation. The guidance counselors maintain student RtI records and schedule follow-up meetings to discuss student progress with the team. School Psychologist: Provides professional development and contributes to the development of academic and behavioral interventions and other data based decisions. Classroom Teacher: The classroom teacher maintains consistent two way communication with parents or guardians regarding students' progress in core curriculum. The classroom teacher is primarily responsible for the delivery of tier I, II, and III interventions and data collection.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The Response to Intervention Team meets bi-weekly to review student data and identify students in need of academic or behavioral interventions. Working cooperatively, the team will plan instructional strategies, determine the effectiveness of interventions, and create a system for continued monitoring of student progress.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The Progress Monitoring and Reporting Network (PMRN) FCAT-Star Florida Comprehensive Assessment Test (FCAT) Florida Assessment for Instruction in Reading (FAIR) Scholastic Reading Inventory Benchmark Assessments in Reading, Math, and Science SAT 10 Quarterly discipline reports from the AS400 PBS data

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Describe the plan to train staff on MTSS. The RtI team will meet with grade levels during the first three weeks of school to review RtI policies and procedures.
Describe the plan to support MTSS. An RtI handbook is given to all teachers and professional development will be provided as needed during faculty meetings, grade-level meetings, and professional development days.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Heidi Edwards-Literacy Coach Karen Bulick-Kindergarten Teacher Charlene Gillespie-First Grade Teacher Glenda Dunson-Second Grade Teacher Chris Collins-Third Grade Teacher Stephanie Simmens-Fourth Grade Teacher Alexis Jandreau- Fifth Grade Teacher Michelle Hooks-Media Specialist Ann Davis-ESE Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet at least once a month, with the Literacy Coach facilitating the meetings. The team will discuss data, implementing initiatives/programs, and assessing program effectiveness with their assigned grade level(s).
What will be the major initiatives of the LLT this year? The LLT will implement the following: effective reading strategies through Professional Learning Communities and after-school workshops school-wide reading activities such as Accelerated Reader, Read Across America, and Celebrate Literacy Week family literacy activities reading incentive programs grant writing to fund classroom libraries

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.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Reading Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Economically disadvantaged students Attendance Time constraints during day	RTI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	School Leadership Team RTI Team Classroom teacher	Classroom walkthroughs RtI data Lesson plans Data binders/chats	Grades FAIR District mini-assessments District benchmark assessments
Based on the 2011- 2012 School Grade Report, 23% met proficiency standards in Reading.	23% (81)	26% (92)					
The goal for 2013 Reading FCAT is for at least 26% of students to score a Level 3.			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A: Based on the 2012 Reading FCAT, 37% scored a Level 4 or 5. The goal for 2013 Reading FCAT is for 40% of students to score a Level 4 or 5.	2012 Current Level of Performance:* 37% (131)	2013 Expected Level of Performance:* 40% (142)	Economically disadvantaged students Attendance Time constraints during day	ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study Provide challenging materials for advanced students H.O.Q.	School Leadership Team Classroom teacher	Classroom walkthroughs Lesson plans Data binders/chats Grade level meetings	Grades FAIR District mini-assessments District benchmark assessments
			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 reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Reading Goal #3A: According to the 2012 School Grade Data, 78% of students tested made learning gains in Reading. The goal for 2013 is to have 81% make learning gains.	2012 Current Level of Performance:* 78%(179)	2013 Expected Level of Performance:* 81%(186)	Economically disadvantaged students Attendance Time constraints during day	RtI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	School Leadership Team RtI Team Classroom teacher	Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	Grades FAIR District mini-assessments District benchmark assessments
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.			
<p><u>Reading Goal #4:</u></p> <p>2012 School Grade Data shows that 75% of the lowest quartile made learning gains in Reading.</p> <p>The goal for 2013 Reading is to have 78% of the lowest quartile make learning gains (in guideline with the district goals).</p>	<table border="1"> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> <tr> <td>75%</td> <td>78%</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	75%	78%	<p>Economically disadvantaged students</p> <p>Attendance</p> <p>Time constraints during day</p>	<p>RtI</p> <p>ESOL support</p> <p>Team collaboration</p> <p>Tutoring</p> <p>Flexible P/T conferences</p> <p>Kagan Training</p> <p>Teacher/Data Talks</p> <p>Intervention Groups</p> <p>Lesson Study</p>	<p>School Leadership Team</p> <p>RtI Team</p> <p>Classroom teacher</p>	<p>Classroom walkthroughs</p> <p>RtI data</p> <p>Lesson plans</p> <p>Data binders/chats</p> <p>Grade level meetings</p>	<p>Grades</p> <p>FAIR</p> <p>District mini-assessments</p> <p>District benchmark assessments</p>
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
	75%	78%								
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.				
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.				

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. Baseline data 2010-2011 60%	Reading Goal #5A: 60% of the tested population met proficiency in Reading on the 2011 FCAT. The goal is to increase that percentage to 80% by 2017.		63%	67%	70%	73%	77%	80%	
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: The goal for 2013 is to have 73% of the White subgroup, 33% of the Black subgroup, and 55% of the Hispanic subgroup be proficient in Reading.	<u>2012 Current Level of Performance:*</u> White: 32% Black: 73% Hispanic: 48% Asian: NA American Indian: NA	<u>2013 Expected Level of Performance:*</u> White: 27% Black: 67% Hispanic: 45% Asian: NA American Indian: NA	5B.1. White: Attendance, time constraints during the day Black: Attendance, time constraints during the day Hispanic: Attendance, time constraints during the day, limited home support Asian: American Indian:	5B.1. RtI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	5B.1. School Leadership Team RtI Team Classroom teacher	5B.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	5B.1. Grades FAIR District mini-assessments District benchmark assessments		
			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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Attendance Time constraints during day	5C.1. RTI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	5C.1. School Leadership Team RtI Team Classroom teacher	5C.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	5C.1. Grades FAIR District mini-assessments District benchmark assessments
Reading Goal #5C: The goal for 2013 is for 34% of ELL students to make satisfactory progress in Reading.	<u>2012 Current Level of Performance:*</u> 79%	<u>2013 Expected Level of Performance:*</u> 66%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Attendance Time constraints during day	5D.1. RTI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	5D.1. School Leadership Team RtI Team Classroom teacher	5D.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	5D.1. Grades FAIR District mini-assessments District benchmark assessments
Reading Goal #5D: The goal for 2013 is for 48% of Students with Disabilities to make satisfactory progress in Reading.	<u>2012 Current Level of Performance:*</u> 70%	<u>2013 Expected Level of Performance:*</u> 52%					
			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 reading.			5E.1. Attendance Time constraints during day	5E.1. RTI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	5E.1. School Leadership Team RtI Team Classroom teacher	5E.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	5E.1. Grades FAIR District mini-assessments District benchmark assessments
Reading Goal #5E: The goal for 2013 is for 53% of Economically Disadvantaged students to make satisfactory progress in Reading.	2012 Current Level of Performance:* 56%	2013 Expected Level of Performance:* 47%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-5	Teaching and Learning Team	School-wide	August 15, 2012	Classroom walk-throughs, Team Meetings	School Leadership Team
Kagan Structures	K-5	Kagan Trained Teachers	School-wide	August 13, 2012 Once a month faculty meetings	Classroom walk-throughs, Team Meetings	School Leadership Team
HOT Questioning and Text Complexity	K-5	CRT and Literacy Coach	School-wide	October 19, 2012	Classroom walk-throughs, Data Chats, Team Meetings	School Leadership Team

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Reading Budget (Insert rows as needed)

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

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: 2012 Current Percent of Students Proficient in Listening/Speaking: 21 out of 51 (41%) students scored proficient in Listening/Speaking.		Miscommunication	RtI	School Leadership Team	Classroom walkthroughs	Grades
		Economically disadvantaged students	ESOL support	RtI Team	RtI data	FAIR
		Attendance	Team collaboration	Classroom teacher	Lesson plans	District mini-assessments
		Time constraints during day	Tutoring	ESOL assistant	Data binders/chats	District benchmark assessments
		Limited background knowledge and vocabulary	Flexible P/T conferences		Grade level meetings	Results on 2013 CELLA Progress in Rosetta Stone
	41%(21)		Kagan Training			
	K-0%		Teacher/Data Talks			
	1-0%		Intervention Groups			
	2-100%		School Liaison			
	3-8%		Rosetta Stone			
	4-38%					
	5-78%					
2. Students scoring proficient in reading.		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: 2012 Current Percent of Students Proficient in Reading: 20 out of 51 (39%) students scored proficient in Reading.		Miscommunication	RtI	School Leadership Team	Classroom walkthroughs	Grades
		Economically disadvantaged students	ESOL support	RtI Team	RtI data	FAIR
		Attendance	Team collaboration	Classroom teacher	Lesson plans	District mini-assessments
		Time constraints during day	Tutoring	ESOL assistant	Data binders/chats	District benchmark assessments
		Limited background knowledge and vocabulary	Flexible P/T conferences		Grade level meetings	Results on 2013 CELLA Progress in Rosetta Stone
	39%(20)		Kagan Training			
	K-0%		Teacher/Data Talks			
	1-33%		Intervention Groups			
	2-70%		School Liaison			
	3-25%		Rosetta Stone			
	4-63%					
	5-44%					
		2.2.	2.2.	2.2.	2.2.	2.2.

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

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		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.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: 24 out of 51 (47%) students scored proficient in Writing.	2012 Current Percent of Students Proficient in Writing : 47%(24) K-0% 1-33% 2-80% 3-42% 4-50% 5-67%	Miscommunication Economically disadvantaged students Attendance Time constraints during day Limited background knowledge and vocabulary	RtI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups School Liaison Rosetta Stone	School Leadership Team RtI Team Classroom teacher ESOL assistant	Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	Grades FAIR District mini-assessments District benchmark assessments Results on 2013 CELLA Progress in Rosetta Stone
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: Based on the 2011- 2012 School Grade Report, 25% met proficiency standards in Math. The goal for 2013 Math FCAT is for at least 28% of students to score a Level 3.	<u>2012 Current Level of Performance:*</u> 25% (88)	<u>2013 Expected Level of Performance:*</u> 28% (99)	Economically disadvantaged students Attendance Time constraints during day	RtI Meet with grade levels to analyze data Utilize Blueprints and Benchmark Task Cards Math Camp Math /Science Committee Lesson Study	School Leadership Team RtI Team Classroom teacher	Classroom walkthroughs RtI data Lesson plans Data binders/chats	Grades District mini-assessments District benchmark assessments
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A: Based on the 2012 Math FCAT, 30% scored a Level 4 or 5. The goal for 2013 Math FCAT is for 33% of students to score a Level 4 or 5.	<u>2012 Current Level of Performance:*</u> 30% (106)	<u>2013 Expected Level of Performance:*</u> 33% (117)	Economically disadvantaged students Attendance Time constraints during day	Meet with grade levels to analyze data Utilize Blueprints and Benchmark Task Cards Math Camp Math /Science Committee Participation in STEM Bowl Lesson Study Provide challenging materials for advanced students H.O.Q.	School Leadership Team Classroom teacher	Classroom walkthroughs Lesson plans Data binders/chats	Grades District mini-assessments District benchmark assessments
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: According to the 2012 School Grade Data, 82% of students tested made learning gains in Math. The goal for 2013 is to have 85% make learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Economically disadvantaged students Attendance Time constraints during day	RtI Meet with grade levels to analyze data Utilize Blueprints, and Benchmark Task Cards Math Camp Math /Science Committee Participation in STEM Bowl Lesson Study	School Leadership Team RtI Team Classroom teacher	Classroom walkthroughs RtI data Lesson plans Data binders/chats	Grades District mini-assessments District benchmark assessments
	82% (188)	85% (195)					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: 2012 School Grade Data shows that 81% of the lowest quartile made learning gains in Math. The goal for 2013 Math is to have 84% of the lowest quartile make learning gains (in guideline with the district goals).	2012 Current Level of Performance: * 81%	2013 Expected Level of Performance: * 84%	4A.1. Economically disadvantaged students Attendance Time constraints during day	4A.1. RtI Meet with grade levels to analyze data Utilize Blueprints and Benchmark Task Cards Foundational Math Skills Math Camp Math /Science Committee Lesson Study	4A.1. School Leadership Team RtI Team Classroom teacher	4A.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats	4A.1. Grades District mini-assessments District benchmark assessments
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> 54% of the tested population met proficiency in Math on the 2011 FCAT. The goal is to increase that percentage to 77% by 2017.	Baseline data 2010-2011 54%	58%	62%	66%	69%	73%	77%		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> The goal for 2013 is to have 68% of the White subgroup, 28% of the Black subgroup, and 53% of the Hispanic subgroup be proficient in Math.	2012 Current Level of Performance:* White: 33% Black: 73% Hispanic: 48% Asian: NA American Indian: NA	2013 Expected Level of Performance:* White: 32% Black: 72% Hispanic: 47% Asian: NA American Indian: NA	5B.1. White: Attendance, time constraints during the day Black: Attendance, time constraints during the day Hispanic: Attendance, time constraints during the day, limited home support Asian: American Indian:	5B.1. RtI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	5B.1. School Leadership Team RtI Team Classroom teacher	5B.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	5B.1. Grades FAIR District mini-assessments District benchmark assessments		
			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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Attendance Time constraints during day	5C.1. RTI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	5C.1. School Leadership Team RtI Team Classroom teacher	5C.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	5C.1. Grades FAIR District mini-assessments District benchmark assessments
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The goal for 2013 is for 40% of ELL students to make satisfactory progress in Math.	76%	60%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Attendance Time constraints during day	5D.1. RTI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	5D.1. School Leadership Team RtI Team Classroom teacher	5D.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	5D.1. Grades FAIR District mini-assessments District benchmark assessments
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The goal for 2013 is for 43% of Students with Disabilities to make satisfactory progress in Math.	68%	57%					
			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. Attendance Time constraints during day	5E.1. RTI ESOL support Team collaboration Tutoring Flexible P/T conferences Kagan Training Teacher/Data Talks Intervention Groups Lesson Study	5E.1. School Leadership Team RtI Team Classroom teacher	5E.1. Classroom walkthroughs RtI data Lesson plans Data binders/chats Grade level meetings	5E.1. Grades FAIR District mini-assessments District benchmark assessments
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E: The goal for 2013 is for 52% of Economically Disadvantaged students to make satisfactory progress in Math.	60%	48%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School 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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.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 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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

End of Algebra 1 EOC Goals

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
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. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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) 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
Thinking Maps	K-5	Teaching and Learning Team	School-wide	August 15, 2012	Classroom walk-throughs, Team Meetings	School Leadership Team
Kagan Structures	K-5	Kagan Trained Teachers	School-wide	August 13, 2012 Once a month faculty meeting	Classroom walk-throughs, Team Meetings	School Leadership Team
HOT Questioning	K-5	CRT	School-wide	October 19, 2012	Classroom walk-throughs, Data Chats, Team Meetings	School Leadership Team

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: Based on 2012 FCAT Science data, 30% achieved a Level 3.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Increasing critical thinking skills	Science Day	School Leadership Team	Classroom walkthroughs	Grades
	30% (37)	33% (40)	Increasing hands-on instruction	Science Fair	Classroom teacher	Benchmark Assessment Data	District mini-assessments
The goal for 2013 FCAT Science is for 33% of the students to score a Level 3.			Attendance	Classroom and virtual labs		Judging science fair projects based on Intel ISEF rules and regulations	District benchmark assessments
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: Based on the 2012 FCAT assessment 15% achieved above proficiency. The goal for 2013 is for 18% of the students to achieve above proficiency.	2012 Current Level of Performance: * 15% (18)	2013 Expected Level of Performance: * 18% (22)	Increasing critical thinking skills Increasing hands-on instruction Attendance	Science Day Science Fair Classroom and virtual labs Field trips Benchmark assessments STEM Bowl participation	School Leadership Team Classroom teacher	Classroom walkthroughs Benchmark Assessment Data Judging science fair projects based on Intel ISEF rules and regulations Lab Logs/Write-ups	Grades District mini-assessments District benchmark assessments
			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:	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-5	Teaching and Learning Team	School-wide	August 15, 2012	Classroom walk-throughs, Team Meetings	School Leadership Team
Kagan Structures	K-5	Kagan Trained Teachers	School-wide	August 13, 2012 Once a month faculty meeting	Classroom walk-throughs, Team Meetings	School Leadership Team
HOT Questioning	K-5	CRT	School-wide	October 19, 2012	Classroom walk-throughs, Data Chats, Team Meetings	School Leadership Team

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
Science Day	Orlando Science Center in-school field trip	Students/internal budget	\$600
			Subtotal: \$600
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: \$600
			Total: \$600

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End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1.	1A.1.	1A.1	1A.1.	1A.1.
Writing Goal #1A: According to the 2012 FCAT Writes 82% scored a Level 3 or higher. Our goal for 2013 FCAT Writes is for 85% to score at or above proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Attendance Students' prior knowledge of writing conventions and spelling Time restraints	Writing Camp DBQ School-wide writing prompts Thinking Maps Kagan Structures Follow district Writing Plan	School Leadership Team Classroom teacher	Scoring writing prompts Classroom walkthroughs Grade level meetings	Grade level rubrics Writing samples Monthly writing prompts
	82% (90)	85% (93)					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop at Lost Lake Elementary	4 th Grade	Katie Houvener	Jennifer Ross, Stephanie Simmens	August 2, 2012	Common Planning Time	Leadership Team Member responsible for 4 th Grade
Thinking Maps	K-5	Teaching and Learning Team	School-wide	August 15, 2012	Classroom walk-throughs, Team Meetings	School Leadership Team
Kagan Structures	K-5	Kagan Trained Teachers	School-wide	August 13, 2012 Once a month faculty meeting	Classroom walk-throughs, Team Meetings	School Leadership Team

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
Writing Camp	Students and teachers attend a writing retreat at the Central Florida Bible Camp. Writing Centers are utilized to reinforce writing skills.	Students and PTO	1700
			Subtotal: 1700
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 1700
			Total: 1700

End of Writing Goals

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

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

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

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

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
			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

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

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

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

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

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

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

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
			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

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Student illness	1.1 Increase awareness of proper hand washing	1.1. Health Coordinator, School Nurse, Classroom Teacher	1.1. Data analysis using information from Student Services and AS400	1.1. Attendance reports
Attendance Goal #1: The average ADA for 2011-2012 was 95% (704 out of 741) Sorrento Elementary will increase the ADA to 97% (698 out of 720 current enrollment) in 2012-2013.	<u>2012 Current Attendance Rate:*</u> 95% (704 out of 741)	<u>2013 Expected Attendance Rate:*</u> 97% (698 out of 720 current enrollment)	Personal transportation	Increase personal contact with families to increase daily attendance	Administration and Social Worker		Quarterly attendance data from Student Services
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> 227 out of 741	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> The number of students will decrease by 2% based on current enrollment of 720 students.					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> 77 out of 741	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> Sorrento Elementary will decrease the number of excessive tardies by 2% in 2012-2103.					
			1.2.	1.2.	1.2.	1.2.	1.2.

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

		1.3.	1.3.	1.3.	1.3.	1.3.
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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS/Attendance Incentives	K-5	Maurice Simmons	School-wide	Once a month faculty meetings Once a month committee meetings	Attendance reports on AS400	PBS Coach/Team, and Data Clerk

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: Sorrento Elementary will decrease suspensions by 10% for the 2012-2013 school year.			Meeting behavioral needs of all students	Implement Positive Behavior Support strategies	Administration and PBS Team	Observable decrease in referrals and suspensions	FIDO Report
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions						
N/A	N/A						
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School						
N/A	N/A						
2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions						
45 41-Male 4-Female	40						
2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School						
25	22						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	K-5	PBS Committee	School-wide	Ongoing Monthly Committee Meetings	Number of Behavior Reports and Discipline Referrals	Administration

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
School Plus	After school detention	Safe Schools	(district funded \$935)
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u> Parent Involvement will increase by 10% for the 2012-2011 school year.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Language barriers Child care issues Transportation	Utilize phone system Provide evening conference times Report Card Night Open House	Administration CRT Literacy Coach	Collect participation data and survey families	Attendance Sheets and survey results
	90%	100%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Based on the 2012 FCT data, the following content focus areas are in need of improvement: Earth and Space Science Physical Science Life Science Base Ten and Fractions Geometry and Measurement	1.1. Economically Disadvantaged students Attendance Time constraints during day	1.1. Meet all requirements to be a STEM school 3 rd , 4 th , and 5 th grade students will participate in the STEM Bowl Science Day Science Fair Classroom Labs Math Camp	1.1. School Leadership Team Classroom teacher	1.1. Classroom walkthroughs Lesson plans Data binders/chats Participation in STEM Bowl practice	1.1. Grades District mini-assessments District benchmark assessments
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Bowl Sponsors Meeting	3rd-5th	Stephanie Luke	Karen Fowler, Mary Griffith, Amy Faulk, Sally Ledoux, Maurice Simmons, Trista Spencer, Joanne DeBoer	October 10, 2012	STEM sponsor meetings, student STEM Bowl practice, STEM Committee meetings	School Leadership Team, STEM Committee and Grade Level Sponsors
Powerhouse Kits Training	4th	Rose Sedely	Amy Faulk, Lynne Buell, Joanne DeBoer, Heidi Edwards	October 31, 2012	Powerhouse Kits experiment/lesson	School Leadership Team, 4 th Grade

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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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.
Additional Goal #1: Increase opportunities for student collaboration which will increase engagement and prepare for Common Core.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*		Provide training for teachers on technology tools including Edmodo and Technology Centers Share innovative student collaboration strategies Collect student work samples	School Leadership Team Classroom teacher	Classroom walk-throughs Grade Level meetings Authentic, relevant technology integration	Teacher feedback Team Leader meetings Student work samples which demonstrate high levels of curriculum mastery
	NA	<i>Student collaboration as a regular part of each classroom.</i>					
Additional Goal #2: The number of bullying incidents for 2011--2011 was 0% Our goal is to develop an awareness of bullying and prevention to eliminate all bullying related incidents.	<u>2012 Current Level</u> :* 0%	<u>2013 Expected Level</u> :* 0%	1.2. Student and teacher understanding of the definition of bullying Language Cultural differences	1.2. Project Wisdom LEAPS Training PBS	1.2. Classroom teachers Guidance counselors Administration PBS Team	1.2. Discipline referrals PBS Tier 2 intervention tracking	1.2. Discipline Referral data Tier 2 interventions data
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total: \$600
Writing Budget	Total: \$1700
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: \$2300	

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will meet monthly to discuss current academic trends and recommend educational decisions based on information disseminated to the voting membership.

Describe the projected use of SAC funds.	Amount
Academic support for goals as listed in the School Improvement Plan	\$2228.16