

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Cunningham Creek Elementary	District Name: St. Johns County School District
Principal: Allen Anderson	Superintendent: Dr. Joseph Joyner
SAC Chair: Sherry Galbraith and Kim Zulkan (Co-Chairs)	Date of School Board Approval: 11/13/2012

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	Allen Anderson	M. Ed	3	6	Each school that Mr. Anderson has worked in as an administrator from 2006-2011 was an A school. Each school was also awarded the Five Star and Golden School Award.
Assistant Principal	Jessica Richardson	M. Ed.	1	1	Mrs. Richardson was an Instructional Literacy Coach for 2 years. Prior to that she taught and the same school. Her previous school has been a leader in the county with consistent high FCAT results and “A” ratings.

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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	Christin Rudi	M. Ed.	8	1	During Mrs. Rudi tenure as Instructional Coach and teacher, Cunningham Creek has maintained an A school status. This previous year the sub group did make AYP.

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. Within the District PATS (employment system) we use the Teacher Insight score to screen potential teachers.	Principal	Date based on posting of position
2. Mentor program for any teachers new to CCE	Administrators and Instructional Coach	On-going throughout teacher's first year
3. Shared decision making process	Principal with support from all staff	On-going
4.		

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Non-Highly Effective Instructors

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

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

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

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
57	5% (3)	26% (14)	35% (20)	35% (20)	42% (24)	100 %	11% (6)	11% (6)	57% (33)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Bridget Jeffers	Megan Ahrnsbrock	Grade level teammates; mentor educational expertise & FCAT scores, proper induction to CCES’ procedures and guidelines, professional development activities	Periodic meetings and planning to discuss lesson plans, policies, procedures, best practices, and concerns of new teachers

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Hollie Huber	Kurt Reese	Grade level teammates; mentor educational expertise & FCAT scores, proper induction to CCES' procedures and guidelines, professional development activities	Periodic meetings and planning to discuss lesson plans, policies, procedures, best practices, and concerns of new teachers
Kristine Musseau	Claire Wamsley	Grade level teammates; mentor educational expertise & FCAT scores, proper induction to CCES' procedures and guidelines, professional development activities	Periodic meetings and planning to discuss lesson plans, policies, procedures, best practices, and concerns of new teachers

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/MTSS Team

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Identify the school-based MTSS leadership team.

Christin Rudi, Instructional Coach
Allen Anderson, Principal
Jessica Richardson, Assistant Principal
Margina Gabriel, Guidance Counselor
Anna Masse, Psychologist
Cinda Grimes, Behavioral Specialist

Principal: At Cunningham Creek Elementary, the principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities, as well as participating on the MTSS team.

Assistant Principal: The assistant principal at Cunningham Creek Elementary also provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, communicates with parents regarding school-based MTSS plans and activities, and also participates on the MTSS team.

Instructional Literacy Coach: Cunningham Creek Elementary's Instructional Literacy Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the MTSS team.

MTSS Coach: The district MTSS Coach assigned to Cunningham Creek Elementary assists the Instructional Literacy Coach in developing, and evaluating school core content standards/ programs. The MTSS Coach also assists with identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identifying systematic patterns of student need while working with Cunningham Creek Elementary's MTSS team to identify appropriate, evidence-based intervention strategies. The MTSS Coach provides guidance with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: The school psychologist assigned to Cunningham Creek Elementary is a member of the MTSS team and participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development

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and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and assists with facilitating data-based decision making activities.

Guidance Counselor: At Cunningham Creek Elementary the guidance counselor is also a member of the MTSS team. The counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions such as school counseling and social skills training, the counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Behavior Specialist: As an MTSS team member, the behavior specialist at Cunningham Creek Elementary assesses behavior, develops intervention plans and provides support to school staff in the implementation, data collection and data analysis of behavior issues.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Cunningham Creek Elementary MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, who are at moderate risk or at high risk for not meeting benchmarks. We also review student behavioral trends and attendance. Based on the collective information, the team will determine whether there is a need for professional development and the proper resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills toward all students making learning gains. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team designated a working group, including the Assistant Principal and the Instructional Literacy Coach, to represent the team in development and implementation of the school improvement plan as it pertains to MTSS. This working group provides data on MTSS Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

MTSS Implementation

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<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: Progress Monitoring and Reporting Network (PMRN), Scholastic Reading Inventory (SRI), Developmental Reading Assessment (DRA), Discovery Ed. and Write Score, FAIR, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, DIBELS, Great Leaps, Quick Reads, Discovery Ed. Probes, Monthly Writing Prompts</p> <p>Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), SRI, FCAT Writes, Discovery Ed.</p> <p>End of year: FAIR, SRI, DRA, FCAT, Discovery Ed.</p> <p>Frequency of data: three probes for data analysis</p>
<p>Describe the plan to train staff on MTSS. The MTSS Team at Cunningham Creek Elementary plans to provide staff with professional development through short presentations about MTSS during Cunningham's monthly Best Practice Symposiums. Small sessions will also occur throughout the school year and training with individual staff will occur when the need arises. Throughout the year the MTSS team will evaluate additional staff PD needs during the weekly MTSS Leadership Team meetings.</p>
<p>Describe the plan to support MTSS.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The School-based Literacy Leadership Team is comprised of the Administrative team, the Instructional Coach and the Grade Level Team leaders.</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets to pick school wide books that will be read and discussed by the entire school. The books that are chosen are aligned with Character Counts Pillars and 7 habits of highly effective kids. The team also creates lessons for classroom use with each of the books.</p>
<p>What will be the major initiatives of the LLT this year? The major initiative of the LLT will be to encourage students to read. The LLT would also like to promote good character through reading and instruction.</p>

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- **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. Lack of specific instructional direction	1A.1. Through the use of Performance Tracker and district assessments, teachers will be able to look at specific data and analyze specific student and class data. Data will also be used by the MTSS team to analyze school wide data and progress	1A.1. MTSS Team, Grade level teachers and Administration	1A.1. The MTSS team will analyze grade level progress through the use of progress monitoring assessments	1A.1. Discovery Ed. Assessment, District writing assessments and FCAT results		

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<p>Reading Goal #1A: Cunningham Creek would like 98% of students to score FCAT level of 3 or above. To reach this goal we will decrease the number of students performing at level 1 and 2, resulting in an increase in the percentage of level 3s to 31%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26% (95)</p>	<p>31% (113)</p>					
		<p>1A.2. Transition to Common Core State Standards</p>	<p>1A.2. CCE has determined to move forward with the implementation of Common Core State Standards (CCSS) in all grades</p>	<p>1A.2. All Instructional Staff</p>	<p>1A.2. All Instructional Staff will monitor student progress</p>	<p>1A.2. Longitudinal FCAT Results</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1. The wide variety of ability levels each of the ESE classroom</p>	<p>1B.1. This year we have adjusted the class rosters in an effort to meet the needs of our students.</p>	<p>1B.1. Administration and ESE classroom teachers</p>	<p>1B.1. Consistent monitoring of the student progression and the Results of the Alternative Assessment</p>	<p>1B.1. Florida Alternative Assessment</p>		
<p>Reading Goal #1B: To move from 32% to 40% the percentage of Alternative Assessment students scoring at Levels 4, 5 and 6</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>32% (7)</p>	<p>40% (9)</p>					

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

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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. Raising a level 3 student to a level 4 or 5.	2A.1. Through the use of Performance Tracker we will identify specific skills and strands that each individual student needs to focus on	2A.1. MTSS Team, Grade level teachers and Administration	2A.1. The MTSS team will analyze grade level progress through the use of progress monitoring assessments	2A.1. Discovery Education Assessment and FCAT results		
Reading Goal #2A: To increase the number of students scoring at or above a level 4 in reading to 65%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	53% (199)	65% (229)					
		2A.2. Transition to Common Core State Standards	2A.2. CCE has determined to move forward with the implementation of Common Core State Standards (CCSS) in all grades	2A.2. All Instructional Staff	2A.2. All Instructional Staff will monitor student progress	2A.2. Longitudinal FCAT Results	
		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. The wide variety of ability levels each of the ESE classroom	2B.1. This year we have adjusted the class rosters in an effort to meet the needs of our students.	2B.1. Administration and ESE classroom teachers	2B.1. Consistent monitoring of the student progression and the Results of the Alternative Assessment	2B.1. Florida Alternative Assessment		

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Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To move from 23% to 40% the percentage of Alternative Assessment students scoring at level 7							
	23% (5)	40% (9)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Tracking adequate learning gains and the progress of each student towards that goal</p>	<p>3A.1. Through the use of Performance Tracker teachers will be able to look at specific data and analyze specific student and class data. Performance Tracker will also be used by the MTSS team to analyze school wide data and progress.</p> <p>Students within sub groups will be identified for grade level teachers.</p> <p>Identification of students that are in jeopardy of not maintaining or increasing FCAT achievement level.</p>	<p>3A.1. MTSS Team, Grade level teachers and Administration</p>	<p>3A.1. The MTSS team will analyze grade level progress through the use of progress monitoring assessments</p>	<p>3A.1. Discovery Ed. Assessment and FCAT results</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Raise the percent of students making learning gains by 3%.							
	78% (281)	81% (292)					
		3A.2. Transition to Common Core State Standards	3A.2. CCE has determined to move forward with the implementation of Common Core State Standards (CCSS) in all grades	3A.2. All Instructional Staff	3A.2. All Instructional Staff will monitor student progress	3A.2. . Longitudinal FCAT Results	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. The wide variety of ability levels each of the ESE classroom	3B.1. . This year we have adjusted the class rosters in an effort to meet the needs of our students.	3B.1. Administration and ESE classroom teachers	3B.1. Consistent monitoring of the student progression and the Results of the Alternative Assessment	3B.1. Florida Alternative Assessment		
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Raise the percent of students making learning gains by 10%.							
	50% (10)	60% (12)					
		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		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>a. 4A.1. The lowest 25% includes many students that are working below grade level. The challenge is to provide instruction on grade level as well as meeting the student's needs.</p>	<p>4A.1. Through the use of Performance Tracker teachers will be able to look at specific data and analyze specific student and class data. Performance Tracker will also be used by the MTSS team to analyze school wide data and progress.</p>	<p>4A.1. MTSS Team, Grade level teachers and Administration</p>	<p>4A.1. The MTSS team will analyze grade level progress through the use of progress monitoring assessments</p>	<p>4A.1. Discovery Ed. Assessment and FCAT results</p>		
<p><u>Reading Goal #4:</u> To Raise the percentage of our lowest 25% making learning gains to 80%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>63%</p>	<p>80%</p>					

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		4A.2. Transition to Common Core State Standards	4A.2. CCE has determined to move forward with the implementation of Common Core State Standards (CCSS) in all grades	4A.2. . All Instructional Staff	4A.2. All Instructional Staff will monitor student progress	4A.2. . Longitudinal FCAT Results	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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Reading Goal #5B: Pending state provided data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA	White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA					
		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 reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> <i>Pending state provided data</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> <i>Pending state provided data</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Pending state provided data</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>NA</i>					
		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						
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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
PLC's are based on teacher needs.	All Grades	Instructional Coach	School-wide	Early release Wednesday meetings	PLC agendas	Principal and Assistant Principal
Common Core State Standards	All Grades	Instructional Coach	School-wide	Early release Wednesday meetings	Lesson Plan documentation of CCSS integration	Principal and Assistant Principal

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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. The ability of new students to learn the English language	1.1. We have identified specific technology Applications to assist the student in learning the language	1.1. Guidance Counselor and Classroom teacher	1.1. Language growth as measured by the CELLA	1.1. FCAT Results and CELLA	
CELLA Goal #1: For all ELL Students to be Proficient in Listening/Speaking.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	50% (1)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. The ability of new students to learn the English language	2.1. . We have identified specific technology Applications to assist the student in learning the language	2.1. . Guidance Counselor and Classroom teacher	2.1. . Language growth as measured by the CELLA	2.1. FCAT Results and CELLA	

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<p><u>CELLA Goal #2:</u> For all ELL Students to be Proficient in Reading</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>50% (1).</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. The ability of new students to learn the English language	2.1. .We have identified specific technology Applications to assist the student in learning the language	2.1. Guidance Counselor and Classroom teacher	2.1. Language growth as measured by the CELLA	2.1. FCAT Results and CELLA	
<u>CELLA Goal #3:</u> For all ELL Students to be Proficient in Writing	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	50% (1)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Alignment of curriculum to individual students</p>	<p>1A.1. Progress monitoring with Discovery Ed.</p> <p>Hands on problem solving strategies</p> <p>Student plotted data notebooks allowing for authentic math application</p> <p>FCAT Parent Night (3rd Grade)</p> <p>Training to interpret Discovery Ed. data and use it to individualize education</p> <p>On-going PLCs</p> <p>Math data disaggregation by grade level</p>	<p>1A.1. . MTSS Team, Grade level teachers and Administration</p>	<p>1A.1. Training to interpret Discovery Ed. data and use it to individualize education.</p> <p>Math data disaggregation by grade level</p> <p>Crucial conversations with teachers</p> <p>Student Data Notebooks</p>	<p>1A.1. Discovery Ed. and FCAT results</p>		
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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Cunningham Creek would like 98% of students to score FCAT level of 3 or above. To reach this goal we will decrease the number of students performing at level 1 and 2, resulting in an increase in the percentage of level 3s to 38%.							
	26% (98)	38% (135)					
		1A.2. Transition to Common Core State Standards	1A.2. CCE has determined to move forward with the implementation of Common Core State Standards (CCSS) in all grades	1A.2. All Instructional Staff	1A.2. All Instructional Staff will monitor student progress	1A.2. Longitudinal FCAT Results	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1. The wide variety of levels in each ESE Classroom. This population of students has experienced a change in population due to some students being transferred to another school and new students to our school</p>	<p>1B.1. This year we have adjusted the class rosters in an effort to meet the needs of our students.</p>	<p>1B.1. Administration and ESE Classroom teachers</p>	<p>1B.1. Consistent monitoring of the student progression and the Results of the Alternative Assessment</p>	<p>1B.1. Florida Alternate Assessment</p>		
<p><u>Mathematics Goal #1B:</u> <i>We would like to increase the number of students scoring at a level 4- 6 or above to increase from 35% to 38%</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>35% (8)</p>	<p>38% (9)</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. Alignment of curriculum to individual students</p>	<p>2A.1. Progress monitoring with Discovery Ed.</p> <p>Hands on problem solving strategies</p> <p>Student plotted data notebooks allowing for authentic math application</p> <p>FCAT Parent Night (3rd Grade)</p> <p>Training to interpret Discovery Ed. data and use it to individualize education</p> <p>On-going PLCs</p> <p>Math data disaggregation by grade level</p>	<p>2A.1. MTSS Team, Grade level teachers and Administration</p>	<p>2A.1. Training to interpret Discovery Ed. data and use it to individualize education.</p> <p>Math data disaggregation by grade level</p> <p>Crucial conversations with teachers</p> <p>Student Data Notebooks</p>	<p>2A.1. Discovery Ed. and FCAT results</p>		
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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Cunningham Creek would like 98% of students to score FCAT level of 3 or above. To reach this goal we will decrease the number of students performing at level 1 and 2, resulting in an increase in the percentage of level 4 and 5's to 60%							
	54% (204)	60% (213)					
		2A.2. Transition to Common Core State Standards	2A.2. CCE has determined to move forward with the implementation of Common Core State Standards (CCSS) in all grades	2A.2. All Instructional Staff	2A.2. . All Instructional Staff will monitor student progress	2A.2. . Longitudinal FCAT Results	
		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. The wide variety of ability levels each of the ESE classroom	2B.1. This year we have adjusted the class rosters in an effort to meet the needs of our students.	2B.1. Administration and ESE classroom teachers	2B.1. Consistent monitoring of the student progression and the Results of the Alternative Assessment	2B.1. Florida Alternative Assessment		
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>We would like to increase the percentage of students scoring a Level 7 from 4% to 12 %</i>							

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	<i>4%</i> <i>(1)</i>	<i>12%</i> <i>(3)</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Meeting the wide variety of individual student needs in the area of math	3A.1. Through the use of Performance Tracker teachers will be able to look at specific data and analyze specific student and class data. Performance Tracker will also be used by the MTSS team to analyze school wide data and progress	3A.1. MTSS Team, Grade level teachers and Administration	3A.1. The MTSS team will analyze grade level progress through the use of progress monitoring assessments	3A.1. Discovery Ed. and FCAT results		
<u>Mathematics Goal #3A:</u> CCE would like to raise the percentage of students making learning gains to 83%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	79% (285)	83% (300)					

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		3A.2. Alignment of curriculum to individual students	3A.2. Progress monitoring with Discovery Ed. Hands on problem solving strategies Student plotted data notebooks allowing for authentic math application FCAT Parent Night (3 rd Grade) Training to interpret Discovery Ed. data and use it to individualize education On-going PLCs Math data disaggregation by grade level Crucial conversations with teachers Student Data Notebooks	3A.2. MTSS Team, Grade level teachers and Administration	3A.2. Training to interpret Discovery Ed. data and use it to individualize education. Math data disaggregation by grade level Crucial conversations with teachers Student Data Notebooks	3A.2. Discovery Ed. and FCAT results	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. The wide variety of ability levels each of the ESE classroom	3B.1. This year we have adjusted the class rosters in an effort to meet the needs of our students.	3B.1. Administration and ESE classroom teachers	3B.1. Consistent monitoring of the student progression and the Results of the Alternative Assessment	3B.1. Florida Alternative Assessment		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Raise the percent of students making learning gains by 10%.							
	50% (10)	60% (12)					
		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		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Meeting the individual needs of the lowest 25% math students.</p>	<p>4A.1. Through the use of Performance Tracker teachers will be able to look at specific data and analyze specific student and class data. Performance tracker will also be used by the MTSS team to analyze school wide data and progress.</p> <p>We will also use SAI funds to provide additional support for those students in the lowest 25%</p>	<p>4A.1. MTSS Team, Grade level teachers, and Administration, Support facilitation Teacher, Tutor</p>	<p>4A.1. The MTSS team will analyze grade level progress through the use of progress monitoring assessments</p>	<p>4A.1. . Discovery Ed. and FCAT results</p>		
<p><u>Mathematics Goal #4:</u> CCE would like to raise the percentage of students making learning gains to 80%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>65%</p>	<p>80%</p>					

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		<p>4A.2. Alignment of curriculum to individual students</p>	<p>4A.2. Progress monitoring with Discovery Ed.</p> <p>Hands on problem solving strategies</p> <p>Student plotted data notebooks allowing for authentic math application</p> <p>FCAT Parent Night (3rd Grade)</p> <p>Training to interpret Discovery Ed. data and use it to individualize education</p> <p>On-going PLCs Math data disaggregation by grade level</p> <p>Crucial conversations with teachers</p> <p>Student Data Notebooks</p>	<p>4A.2. MTSS Team, Grade level teachers, and Administration</p>	<p>4A.2. . Training to interpret Discovery Ed. data and use it to individualize education.</p> <p>Math data disaggregation by grade level</p> <p>Crucial conversations with teachers</p> <p>Student Data Notebooks</p>	<p>4A.2. Discovery Ed. and FCAT results</p>	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Pending state provided data							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: N/A	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.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: N/A	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>					
		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.		
<u>Algebra 1 Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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Algebra 1 Goal #3B: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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Rule 6A-1.099811
Revised April 29, 2011

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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							
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August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC – Math alignment to Common Core State Standards	All	Instructional Literacy Coach, Classroom Teachers	Classroom teachers	Meetings are held throughout the year, with an higher frequency at the beginning of the year.	Agendas from the PLC	Instructional Literacy Coach

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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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1. It is imperative that our teachers continue to learn and grow in the areas of science instruction. We will continue to upgrade our science lab consistently, focus on hands-on- learning activities and increase our students' scientific knowledge base, while working collaboratively with teams and the District in order to impact our student achievement.</p>	<p>1A.1. Some of the activities our children and stakeh olders participate in include: * Progress monitor ing with Discovery Ed. used to create individ ualized educa tional experience s *Focus calendar that incorp orates hands-on activities, which will be different iated for each grade level *Increase emphasis on scientific vocabular y *Cont inued emphasis of hands on Science,</p>	<p>1A.1. MTSS team</p>	<p>1A.1. Data analysis of progress monitoring assessments in Discovery Ed.</p>	<p>1A.1. Discovery Ed. Science</p>		
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		via the school wide usage of our science lab *Emphasis on the use of non-fiction text					
Science Goal #1A: Through the use of science integration and critical problem solving strategies, it is hoped that our children will show growth in science. We continue to focus on science not only as a forty-five minute block of time during the school day, but as a way to encourage our children to use their “left brain” to approach various problems or scenarios they may encounter.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	47% (60)	50% (64)					
		1A.2. Transition to Common Core State Standards	1A.2. Gradual advanced adoption of Common Core Standards	1A.2. All Instructional Staff	1A.2. Science FCAT results	1A.2. Science FCAT results	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1B.1. It is imperative that our teachers continue to learn and grow in the areas of science instruction. We will continue to upgrade our science lab consistently, focus on hands-on- learning activities and increase our students' scientific knowledge base, while working collaboratively with teams and the District in order to impact our student achievement.</p>	<p>1B.1. Some of the activities our children and stakeh olders participate in include: * Progress monitor ing with Discovery Ed. used to create individ ualized educa tional experience s *Focus calendar that incorp orates hands-on activities, which will be different iated for each grade level *Increase emphasis on scientific vocabular y *Cont inued emphasis of hands on Science,</p>	<p>1B.1. MTSS team</p>	<p>1B.1. Data analysis of progress monitoring assessments in Discovery Ed.</p>	<p>1B.1. Discovery Ed. Science</p>		
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		via the school wide usage of our science lab *Emphasis on the use of non-fiction text					
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of Students taking the Science Florida Alternate Assessment to be proficient at a level 7							
	80% (4)	40% (2)					
		1B.2.	1B.2.	1B.2.	1B.2	1B.2	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. It is imperative that our teachers continue to learn and grow in the areas of science instruction. We will continue to upgrade our science lab consistently, focus on hands-on- learning activities and increase our students' scientific knowledge base, while working collaboratively with teams and the District in order to impact our student achievement.</p>	<p>2A.1. Some of the activities our children and stakeholders participate in include: * Progress monitor ing with Discovery Ed. used to create individ ualized educa tional experience s *Focus calendar that incorp orates hands-on activities, which will be different iated for each grade level *Increase emphasis on scientific vocabular y *Cont inued emphasis of hands on Science, via the school</p>	<p>2A.1. MTSS Team</p>	<p>2A.1. Monitoring of Discovery Ed. science progress monitoring data</p>	<p>2A.1. Discovery Ed. Science</p>		
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		wide usage of our science lab *Emphasis on the use of non-fiction text					
Science Goal #2A: We would like to increase the number of students scoring level 4 or higher to increase to at least 40%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	33% (42)	40% (51)					
		2A.2. Transition to Common Core State Standards	2A.2. Gradual advanced adoption of Common Core Standards	2A.2. All Instructional Staff	2A.2. . Science FCAT results	2A.2. . Science FCAT results	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1. It is imperative that our teachers continue to learn and grow in the areas of science instruction. We will continue to upgrade our science lab consistently, focus on hands-on- learning activities and increase our students' scientific knowledge base, while working collaboratively with teams and the District in order to impact our student achievement.</p>	<p>2B.1. Some of the activities our children and stakeholders participate in include: * Progress monitor ing with Discovery Ed. used to create individualized educational experiences *Focus calendar that incorporates hands-on activities, which will be differentiated for each grade level *Increase emphasis on scientific vocabulary *Continued emphasis of hands on Science, via the school wide usage of our</p>	<p>2B.1. MTSS team</p>	<p>2B.1. Data analysis of progress monitoring assessments in Discovery Ed.</p>	<p>2B.1. Discovery Ed. Science</p>		
--	--	---	------------------------	--	------------------------------------	--	--

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		science lab *Emphasis on the use of non-fiction text					
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
To increase the number of Students taking the Science Florida Alternate Assessment to be proficient at a level 7							
	20% (1)	60% (3)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD PaMTSScipants (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

Science Budget (Insert rows as needed)

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

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

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1. 1A.1. Although CCE has been successful in maintaining high writing scores, we have many teachers that use one method of teaching writing.	1A.1. Allowing the teachers to share best practices of the different writing teaching methods	1A.1.MTSS Team, grade level teachers	1A.1. Progress monitoring of Write Score scores and scores of school wide writing prompts	1A.1. District and school wide writing prompt		

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<p><u>Writing Goal #1A:</u> Beginning with our Pre-K students, writing is integrated across the curriculum on a daily basis. Children are explicitly taught the make-up and format of various writing as a creative outlet. Children are encouraged to take some of their favorite writing pieces through the entire writing process.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>91% (110)</p>	<p>94% (123)</p>					
		<p>1A.2. Change in scoring (conventions)</p>	<p>1A.2. Continuation of “Weekend Writer’s Club”</p>	<p>1A.2. MTSS Team, grade level teachers</p>	<p>1A.2. Progress monitoring of Write Score scores and scores of school wide writing prompts</p>	<p>1A.2. District and school wide writing prompt</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. The wide variety of ability levels each of the ESE classroom</p>	<p>1B.1. This year we have adjusted the class rosters in an effort to meet the needs of our students.</p>	<p>1B.1. Administration and ESE classroom teachers</p>	<p>1B.1. Consistent monitoring of the student progression and the Results of the Alternative Assessment</p>	<p>1B.1. Florida Alternative Assessment</p>		
<p><u>Writing Goal #1B:</u> To improve the number of students taking the Florida Alternative Assessment in Writing to improve by one student</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	67% (4)	83% (5)					
		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
Best practice symposium of the different current research based instructional methods for teaching writing	All Grades	Grade level teachers and/ or Instructional Coach	PLC School-wide Best Practice Symposium	Early Release days	Monitoring of District and school wide writing prompts	Instructional Coach

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Total:			

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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

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U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. We have a large number of students that leave early, come in late or are absent due to medical reasons	1.1. Encourage parents to schedule appointments after school hours.	1.1. MTSS Team	1.1. Attendance Records	1.1. Student attendance data		
Attendance Goal #1: For the school to have 98% of students in attendance for 100% of each school day	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	96%	98%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	185	90					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	92	50					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
No Data	No Data	No Data	\$0.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1. Population of students that do not understand consequences of behavior and attention seeking students.	1.1. Through the use of the Behavioral Specialist we hope to provide students alternatives to suspensions and to teach them that positive attention can come from positive behaviors	1.1. MTSS Team	1.1.Tracking of suspensions by the MTSS team	1.1. Student suspensions		
Suspension Goal #1: To cut all type of suspension by at least half.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	10	5					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	6	2					

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	<u>2012 Total</u> <u>Number of Out-of-</u> <u>School Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>					
	5	0					
	<u>2012 Total Number</u> <u>of Students</u> <u>Suspended</u> <u>Out- of- School</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>Suspended</u> <u>Out- of-School</u>					
	3	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

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
No Data	No Data	No Data	\$0.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
Subtotal:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Business of the front office	1.1. Welcoming each person as they enter the school and do our best to show compassion for each person and their need.	1.1. Front Office Staff and teachers	1.1. Results of Needs Assessment Survey	1.1. Needs Assessment Survey		
<p><u>Parent Involvement Goal #1:</u></p> <p>Percentage of parents that felt welcome in CCE based on the School Climate Survey (answering yes/always/or frequently)</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					

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	88%	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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
NO Data	No Data	No Data	\$0.00
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u> Our Science Scores have remained fairly consistent over the past couple of years. Our staff has worked hard and has done a good job of emphasizing science curriculum. Our primary focus toward a STEM goal would be in the area of Math. We have seen a decline in the Math scores. This is both from the lowest 25% and in the number of students scoring at a proficient level. Our focus in the math will be on math fluency which is the building blocks of all STEM related curriculum. To supplement this we would also like to expand the Real Life Hands on Science learning opportunities for our students.</p>	<ol style="list-style-type: none"> 1. Students lack of basic math facts. 2. Science – lack of real life hands on Science materials 	<ol style="list-style-type: none"> 1. Implementation and encouragement of the Principals Math Challenge 2. We will seek out real world science materials 	<ol style="list-style-type: none"> 1. Principal and classroom teachers 2. PTO parents 	<ol style="list-style-type: none"> 1. Percentage of students accomplishing Principals Math Challenge. 2. The establishment of class based gardens and other real life hands science experiences 	<ol style="list-style-type: none"> 1. Principal’s math challenge and Data from Discovery Ed. 2. Student interest in Science
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: N/A	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						
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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1. Financial resources for Stephen Covey training	1.1. Staff members to become Covey certified	1.1. Administration	1.1. Completion of Certification Course	1.1. Completion of Certification Course		

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<p><u>Additional Goal #1:</u> Continue to align the 7 Habits of Highly Effective People with Character Counts Pillars. We have full Character Counts Pillar implementation; we want to increase school-wide implementation of the 7 Habits.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Personal Invitations to parents to join SAC. Notifications on the school marque, website, personal invitations, School and teachers newsletters. We are not in compliance with the Socioeconomic or Minority representation.
Describe the activities of the SAC for the upcoming school year.
Assist in communicating to the community the changes in education that result from the adoption of the Common Core State Standards. To assist in the implementation of 100 day goals to meet the 5 year school plan.

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Describe the projected use of SAC funds.	Amount