# FLORIDA DEPARTMENT OF EDUCATION

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

Proposed for 2012-2013

# 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

| School Name: Florida School for the Deaf and Blind-Blind Middle School | District Name: FSDB |
|---|---|
| Principal: Mary Lou Hofmann-Sitten | Superintendent: Jeanne Prickett |
| SAC Chair: Scott Trejbal | Date of School Board Approval: 28 September 2012 |

## Student Achievement Data:

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

## Highly Effective Administrators

List your school's highly effective 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 | Mary Lou Hofmann-Sitten | Degrees: B.A.– Elementary/ Special Education; M.Ed. – Deaf/Blind and Multi-Handicapped Education; M.Ed. – Educational Leadership<br><br>Certifications: | 31 | 11 | Percent of Blind Middle School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2011/2012: 77% 2010/2011: 90% 2009/2010: 68% 2008-2009: 92% 2007-2008: 74% 2006-2007: 92% AYP: |

| | | Visually Impaired (Grades K-12); Hearing Impaired (Grades K-12); Elementary Education (Grades K-6); Educational Leadership (All Levels); ESOL Endorsement | | | 2011/2012: TBA<br>2010/2011: No<br>2009/2010: No<br><br>Reading Proficiency: 42 % |
|---|---|---|---|---|---|
| Assistant Principal | Justin Cosgrove | Bachelors-Flagler College Masters-University of North Florida Certifications: English 6-12, Visual Impairments, Hearing Impairments, Educational Leadership, ESOL-Endorsed, Reading-Endorsed | 12 | 3 | Percent of Blind MiddleSchool Students Showing an Increase in FCAT Reading Developmental Scale Scores<br>2011/2012: 77%<br>2010/2011: 90%<br>2009/2010: 68%<br><br>Percent of Blind Middle School Students Showing an Increase in FCAT Math Developmental Scale Scores<br>2011/2012: 78%<br>2010/2011: 73%<br>2009/2010: 68%<br><br>Reading Proficiency: 42% |

## Highly Effective Instructional Coaches

List your school's highly effective 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Reading | Elisha Zuaro | Degrees:<br>B.A. - Elementary | 11 | 11 | Percent of Blind Elementary School Students Showing an Increase in FCAT Reading Developmental Scale Scores |

| | | | | | |
|---|---|---|---|---|---|
| | | Education; M.Ed. ñ Special Education Visually Impaired <u>Certifications:</u> VI K-12; Elementary Ed 1-6; Reading Endorsement; National Board Certification | | | 2011/2012: 60% 2010/2011: 80% 2009/2010: 68% |
| Math | Mark Largent | <u>Degree:</u> B.A. Secondary Math Education <u>Certifications:</u> Math 6 -12; VI K - 12 | 16 | 1 | 2011/2012: 46% |
| | | | | | |

## Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|
| 1. The type of instruction at FSDB is specialized to meet the needs of students with visual impairments. College students from TVI programs, as well as ESE teachers may feel FSDB's teaching environment (small classes, available PD, technology) would meet their professional needs | Principal, AP, Human Resources | Ongoing | |
| 2. Continued Professional Development Opportunities. The school offers a variety of professional development. Examples include: off-campus workshops, out of state workshops, webinars, professional learning communities, on-campus training, affiliation with NEFEC. | Principal, AP, Director of Curriculum and Professional Development | Ongoing | |
| 3. Continue to use available resources and planning time. Teachers have contracted 100 minutes to use for planning. This time is used to collaborate with other professionals to build on best practices and implementation of curriculum. In addition, FSDB has an abundance of resources. Technology, curriculum materials, availability of specialists are available to the best of the school's ability. | School-wide effort | Ongoing | |

| 4. | | | |
|---|---|---|---|

## *Non-Highly Effective Instructors*

| Number of staff and paraprofessional that are teaching out-of-field and/or who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| Number of instructional staff (teachers) who are NOT **highly qualified** and teaching out of field: 12.5%(1)  Number of instructional staff (teachers) who are NOT **highly effective**: 62.5% (5)  FSDB's paraprofessionals are evaluated according to Rule 6D-16.002, Florida Administrative Code, which does not include an highly effective rating. | Teachers will take courses in areas of certification need  PLC and Professional Development  Strategy instruction assistant from instructional specialists |

## *Staff Demographics*

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|---|---|---|---|---|---|---|---|---|---|
| 8 | 0 | 0 | 37.5 (3) | 63.5% (5) | 37.5% (3) | | 63% (5/8) | 0% | 100% |

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*Teacher Mentoring Program*

Please describe the school's teacher mentoring program 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 |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 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.

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|---|
| Title I, Part A<br>* Quarterly meetings of the Title I Parent Advisory Team, consisting of 3 parents of students in the department<br>* Parent activities and trainings sponsored by the Parent Information Office.<br>* Funding for transportation to parent training activities and events.<br>* Availability of materials in parent native languages and Braille versions for students and their families.<br>* FRI (Florida Reading Initiative) Training for new teachers.<br>* Student and staff educational materials and resources. |
| Title I, Part C- Migrant<br>BMS does not have migrant students |
| Title I, Part D<br>The Blind Middle School does not receive these funds. |
| Title II<br>Title II funds are used for staff development: |

- Funds for teachers working towards Reading Endorsement to participate in online courses.
- Funds for teachers to attend conferences.
- Funds for Para-Professionals to participate in coursework and exams to earn Highly Qualified status.

Title III
The Blind Middle School ESOL population was too small to merit this funding.

Title X- Homeless

BMS does not have any homeless students

Supplemental Academic Instruction (SAI)
Supplemental Academic Instruction is provided through tutoring, addressed in other areas of this School Improvement Plan.

Violence Prevention Programs
The school has a staff of police officers, as well as behavior specialists.

The following programs are available campus-wide at FSDB:
Anti-Drug Concepts Taught:
- Food and Nutrition Classes
- Personal Fitness Classes
Positive Behavior Programs
School Level "RESPECT" Plans (Anti-Bullying)
Second Step Violence Prevention Counseling
Social Skills Counseling
Talk About Touch

Nutrition Programs

Reported percentage was 82% were Free/Reduced.

Wellness Policy:  The Child Nutrition and WIC Reauthorization Act of 2004 mandates that schools participating in the National School Lunch and Breakfast Program develop School Wellness Policies.  The FSDB Wellness Committee developed a policy that addresses food service, physical fitness, nutrition education, as well as other food related activities such as vending machines, fund raising efforts, classroom rewards, and celebrations.

The district employs a nutritionist to ensure students are receiving proper diet and information on maintaining a healthy diet.

The district will implement breakfast options for all students

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| Housing Programs-Blind middle school does not have this program |
| Head Start-Blind middles school is fed by the elementary school, which is fed by the FSDB Early Learning center |
| Adult Education-NA |
| Career and Technical Education<br>The school has Director of Career Education and classes are required to add an element of career education into the lessons.<br><br>Florida School for the Deaf and the Blind has a campus-wide Career Development Program.  The Blind Middle School Program focuses on Career Awareness.  New teachers are provided inservice on how to incorporate career awareness into their academic lessons whenever possible.  All teachers report their career education activities to the Director of Workforce Development quarterly. |
| Job Training<br><ul><li>Work Internship Supervisor;</li><li>Speaking to classes about their career;</li><li>Offering tours of their businesses;</li><li>Making an in-kind or financial donation to one of the career/technical education programs; or</li><li>Being a business advisor to one of the career/technical education programs.</li></ul> |
| Other |

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

| School-Based MTSS/RtI Team |
|---|
| Identify the school-based MTSS Leadership Team.<br>Carol Crozier, Social Worker<br>Linda Meehan, Educational Diagnostician<br>Paree Stivers, School Psychologist<br>Danny Guidi, Boarding Program<br>Classroom Teachers/O&M<br>Joan Knorr, Guidance Counselor<br>HCC rep when requested<br>Wendy Williams, Mental Health |

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| |
|---|
| Stephanie Hardee, Behavioral Specialist<br>Justin Cosgrove, Assistant Principal<br>Mary Lou Hofmann-Sitten-Principal |
| 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?<br>Weekly meetings to discuss students who are exhibiting difficulty in either the academic/behavioral setting. The MTSS team interfaces with the Related Services, Health Care Center, (CQI) Curriculum and Quality and Instruction team, (PAT) President's Advisory Team. |
| Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? Student is referred to the MTSS team when they are not performing to academic or behavioral standards within the classroom. This directly impacts the goal setting in the School Improvement plan.  The team reviews potential interventions and suggests ways to implement intervention strategies. |
| <div align="center">**MTSS Implementation**</div> |
| 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. Classroom performance, standardized assessments, on-going progress monitoring, behavioral data compiled by the behavior specialist and any additional academic or psychological testing as needed. |
| Describe the plan to train staff on MTSS. Individual Professional Development Plan, staff development based on the needs assessment results from the Director of Curriculum and Staff Development Office, weekly teacher meetings with the Assistant Principal. |
| Describe plan to support MTSS. Ongoing assessment of the effectiveness of the student intervention strategies. |

*Literacy Leadership Team (LLT)*

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|---|
| <div align="center">**School-Based Literacy Leadership Team**</div> |
| Identify the school-based Literacy Leadership Team (LLT). Justin Cosgrove, Elisha Zuaro, James Crozier, Mary Bilancio, Ashley Dalia, Kristen Perry |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team will meet quarterly to discuss data findings from on-going progress monitoring as well as barriers and solutions to reading/literacy challenges. |
| What will be the major initiatives of the LLT this year? Continues implementation of data into instructional planning |

*Public School Choice*

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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.*

*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 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Teachers will include reading strategies in their provided lesson plans. Content area teachers (science and social studies) must implement language arts common core standards.

*High Schools Only*

Note: Required for High School-Sec. 1003.413(g)(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?

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*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.

# 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.** <br><br> Reading Goal #1a: <br><br> *60% of students tested in Blind Middle School will score level 3 or above.* | 2012 Current Level of Performance:* <br><br> *19% of students scored level 3 (7)* | 2013 Expected Level of Performance:* <br><br> *23%* | 1a.1. <br> Time to provide additional interventions beyond the 100 minute reading block | 1a.1. <br> Implement reading and thinking strategies across the content areas | 1a.1. <br> Teachers, Reading Specialist, Assistant Principal | 1a.1. <br> Lesson Planning, PLC | 1a.1. <br> FCAT Scores |
| | | | 1a.2. <br> The need for an improved core reading curriculum for 7th and 8th grade | 1a.2. <br> This is an adoption year, and members of the literacy team will be tasked to ensure a reading program to | 1a.2. <br> Literacy Leadership Team, Language Arts Team representative, classroom teacher, reading specialist, | 1a.2. <br> Lesson plans, meeting notes, adoption criteria | 1a.2. <br> Adoption of curricula |

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| | | | | meet the needs of the students is found. Also, continued use of Shared Inquiry | assistant principal | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 1a.3.<br>Access to Achieve 3000 for all students | 1a.3.<br>Students with visual impairments must learn how to navigate the program using text to speech software | 1a.3.<br>Classroom teacher | 1a.3.<br>Students attempts increase | 1a.3.<br>Achieve 3000 and FCAT Scores |
| **1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.** | | | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. |
| Reading Goal #1b:<br><br>*NA due to sample size taking test (less than 15)* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.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 |
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.** | | | 2a.1.<br>Ensuring students at or above grade level are receiving adequate enrichment | 2a.1.<br>Use Share Inquiry for all students to focus on higher level questioning. | 2a.1.<br>Classroom Teacher | 2a.1.<br>Lesson Plans | 2a.1.<br>FCAT Scores |
| Reading Goal #2a:<br>33% of students taking FCAT Reading will score level 4 or above. | 2012 Current Level of Performance:*<br><br>*22% (8)* | 2013 Expected Level of Performance:*<br><br>*25%* | | | | | |
| | | | 2a.2.<br>Differentiating | 2a.2<br>Continue training teachers | 2a.2.<br>Teachers, Assistant Principal, | 2a.2.<br>PLC Meetings held monthly to work on | 2a.2.<br>FCAT Scores |

| | | | | | |
|---|---|---|---|---|---|
| | | Instruction for high performing students | on best practices in DI. | PLC Leader | DI best practices | |
| | | 2a.3<br>Students struggle to use new vocabulary and implement it across the curriculum | 2a.3<br>Plan cross-curricular lessons | 2a.3<br>Teachers | 2a.3<br>Lesson Plans | 2a.3<br>Test Scores (progress monitoring, FCAT) |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.** | | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. |
| Reading Goal #2b:<br><br>*NA Due to Sample Size (Less than 15)* | 2012 Current Level of Performance:*<br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br>*Enter numerical data for expected level of performance in this box.* | | | | |
| | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.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 |
| **3a. FCAT 2.0: Percentage of students making Learning Gains in reading.** | | 3a.1.<br>Time to provide additional interventions beyond the 100 minute reading block | 3a.1.<br>Implement reading and thinking strategies across the content areas | 3a.1.<br>Teachers, Reading Specialist, Assistant Principal | 3a.1.<br>Lesson Planning, PLC | 3a.1.<br>FCAT Scores |
| Reading Goal #3a:<br><br>*87% of students tested will make learning gains on the FCAT Reading.* | 2012 Current Level of Performance:*<br>*77% (23/30 measurable)* | 2013 Expected Level of Performance:*<br>*87% (26)* | | | | |

|  |  |  | 3a.2. Some students are struggling with Braille, and need continued practice | 3a.2. Tier students and use RTI to ensure students needing Braille intervention are seen | 3a.2. Classroom Teacher, Braille Specialist | 3a.2. Intervention notes, lesson planning | 3a.2. FCAT Scores, increased fluency (progress monitoring) |
|  |  |  | 3a.3 Students struggle to use new vocabulary and implement it across the curriculum | 3a.3 Plan cross-curricular lessons | 3a.3 Teachers | 3a.3 Lesson Plans | 3a.3 Test Scores (progress monitoring, FCAT) |
| **3b. Florida Alternate Assessment:** **Percentage of students making Learning Gains in reading.** | | | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. |
| Reading Goal #3b: *NA Due to Sample Size (less than 15)* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* |  |  |  |  |  |
|  | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
|  | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.** | | | 4a.1. | 4a.1. | 4a.1. | 4a.1. | 4a.1. |
| Reading Goal #4a: NA due to sample size | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |  |  |  |  |  |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| (Less Than 15) | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. |
| | | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. |
| **4b.** **Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in reading.** | | | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. |
| Reading Goal #4b:  *NA Due to Sample Size (Less than 15)* | 2012 Current Level of Performance:*  *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*  *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. |
| | | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| **5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years, school will reduce their achievement gap** | Baseline data 2010-2011 77% | 87% | 90% | 92% | 94% | 96% |

| by 50%. | | | | | | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #5A:<br>By 2016/2017, 95% of students tested will make learning gains | | | | | | | |

| 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 |
|---|---|---|---|---|---|---|---|
| **5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.** | | | 5B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. |
| Reading Goal #5B:<br><br>*NA Due to Sample Size (Less Than 15)* | 2012 Current Level of Performance:*<br>*Enter numerical data for current level of performance in this box.*<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 2013 Expected Level of Performance:*<br>*Enter numerical data for expected level of performance in this box.*<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | | | | | |
| | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.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 |
|---|---|---|---|---|---|---|---|
| **5C. English Language Learners (ELL) not making satisfactory progress in reading.** | | | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| Reading Goal #5C: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

| *NA Due to Sample Size* (Less Than 15) | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
|---|---|---|---|---|---|---|
| | | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **5D. Students with Disabilities (SWD) not making satisfactory progress in reading.** | | | 5D.1. Time to provide additional interventions beyond the 100 minute reading block | 5D.1. Implement reading and thinking strategies across the content areas | 5D.1. Teachers, Reading Specialist, Assistant Principal | 5D.1. Lesson Planning, PLC | 5D.1. FCAT Scores |
| Reading Goal #5D: *All students tested are students with disabilities. 77% Made Learning gains and in 2012/2013, 87% of students will make learning gains* | 2012 Current Level of Performance:* *77%* | 2013 Expected Level of Performance:* *87%* | | | | | |
| | | | 5D.2. Some students are struggling with Braille, and need continued practice | 5D.2. Tier students and use RTI to ensure students needing Braille intervention are seen | 5D.2. Classroom Teacher, Braille Specialist | 5D.2. Intervention notes, lesson planning | 5D.2. FCAT Scores, increased fluency (progress monitoring) |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.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 |
|---|---|---|---|---|---|---|---|
| **5E. Economically Disadvantaged students not making satisfactory progress in reading.** | | | 5E.1. | 5E.1. | 5E.1. | 5E.1. | 5E.1. |
| Reading Goal #5E: NA Due to Sample Size | 2012 Current Level of | 2013 Expected Level of Performance:* | | | | | |

| | Performance:* | | | | | | |
|---|---|---|---|---|---|---|---|
| | Enter numerical data for current level of performance in this box. | Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 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 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Differentiated Instruction/Universal Design for Learning | K-8 | TBA | Teachers | One Friday per month | Lesson Plans, IEP Goals | PLC Leader |
| Common Core Implementation | K-8 | TBA | Teachers | One Friday Per Month | Lesson Plans | PLC Leader |
| | | | | | | |

## Reading Budget (Insert rows as needed)

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

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

| Evidence-based Program(s)/Materials(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | 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*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

| CELLA Goals | | Problem-Solving Process to Increase Language Acquisition | | | | |
|---|---|---|---|---|---|---|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Students scoring proficient in Listening/Speaking.** | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| CELLA Goal #1:<br><br>*NA due to sample size (less than 15)* | 2012 Current Percent of Students Proficient in Listening/Speaking:<br><br>*Enter numerical data for current level of performance in this box.* | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read in English at grade level text in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students scoring proficient in Reading.** | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #2:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Percent of Students Proficient in Reading :<br><br>*Enter numerical data for current level of performance in this box.* | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
| Students write in English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

| 3.  Students scoring proficient in Writing. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
|---|---|---|---|---|---|---|
| CELLA Goal #3:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Percent of Students Proficient in Writing :<br><br>*Enter numerical data for current level of performance in this box.* | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

**CELLA Budget** (Insert rows as needed)

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

| 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*

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

## Elementary School Mathematics Goals

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

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.** | | | 2a.1. | 2a.1. | 2a.1. | 2a.1. | 2a.1. |
| Mathematics Goal #2a:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.** | | | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. |
| Mathematics Goal #2b:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. |
| | | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |

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

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **4a. 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 #4a: _Enter narrative for the goal in this box._ | 2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._ | 2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._ | | | | | |
| | | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. |
| | | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. |
| **4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.** | | | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. |
| Mathematics Goal #4b: _Enter narrative for the goal in this box._ | 2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._ | 2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._ | | | | | |
| | | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. |
| | | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |

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

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|---|
| **5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | Baseline data 2010-2011 | | | | | | |
| Mathematics Goal #5A:<br><br>*Enter narrative for the goal in this box.* | | | | | | | |

| 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 | |
|---|---|---|---|---|---|---|---|
| **5B. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** | | 5B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | |
| Mathematics Goal #5B:<br><br>*Enter narrative for the goal in this box.* | **2012 Current Level of Performance:\*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:    **2013 Expected Level of Performance:\*** *Enter numerical data for expected level of performance in this box.* 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. | |

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

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

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

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

**Middle School Mathematics Goals**

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

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

| Middle School Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.** | | | 1a.1. The visual nature of math coupled with students needing additional help with Nemeth code | 1a.1. Continue working with students on tactile graphics and Nemeth code | 1a.1. Math Teacher, Braille Specialist | 1a.1. Records of interventions | 1a.1. FCAT Math |
| Mathematics Goal #1a: *25% of students tested on FCAT Math will score level 3 or better.* | 2012 Current Level of Performance:* *22%* | 2013 Expected Level of Performance:* *25%* | | | | | |
| | | | 1a.2. Geometric concepts | 1a.2. Target students struggling with geographic concepts and offer interventions (use ongoing progress monitoring to target students) | 1a.2. Math Teacher, Assistant Principal, Math Specialist | 1a.2. Lesson Plans, Interventions | 1a.2. FCAT Scores |
| | | | 1a.3. Ensuring students with varying needs are able to keep pace with the curriculum | 1a.3. Continued professional development relating to differentiated instruction | 1a.3. Assistant Principal, Math Specialist | 1a.3. PLC/PD Participation | 1a.3. FCAT Scores and ongoing progress monitoring |
| **1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.** | | | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. |
| Mathematics Goal #1b: *NA due to Sample Size (Less than 15)* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |

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

| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.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 |
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.** | | | 2a.1.<br><br>Ensuring students are gaining enrichment in math | 2a.1.<br><br>Work with students and staff to differentiate up to the students above proficient levels | 2a.1.<br><br>Math teacher, Math Specialist | 2a.1.<br>PLC Attendance | 2a.1.<br>FCAT Scores |
| Mathematics Goal #2a:<br><br>*21% of students taking FCAT Math will score a level 4 or above.* | 2012 Current Level of Performance:*<br><br>*11% (4 out of 37).* | 2013 Expected Level of Performance:*<br><br>*21% (6 out of 29 anticipated)* | | | | | |
| | | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.** | | | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. |
| Mathematics Goal #2b:<br><br>*NA Due to Sample Size (less than 15 tested)* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. |

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

| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.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 |
| **3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.** | | 3a.1.<br>The visual nature of math coupled with students needing additional help with Nemeth code | 3a.1.<br>Continue working with students on tactile graphics and Nemeth code | 3a.1.<br>Math Teacher, Braille Specialist | 3a.1.<br>Records of interventions | 3a.1.<br>FCAT Math |
| Mathematics Goal #3a:<br><br>*65% of students tested on FCAT Math will show learning gains.* | 2012 Current Level of Performance:* <br>*57%.* | 2013 Expected Level of Performance:* <br>*65%* | | | | |
| | | 3a.2.<br>Geometric concepts | 3a.2.<br>Target students struggling with geographic concepts and offer interventions (use ongoing progress monitoring to target students) | 3a.2. Math Teacher, Assistant Principal, Math Specialist | 3a.2.<br>Lesson Plans, Interventions | 3a.2.<br>FCAT Scores |
| | | 3a.3.<br>Ensuring students with varying needs are able to keep pace with the curriculum | 3a.3.<br>Continued professional development relating to differentiated instruction | 3a.3.<br>Assistant Principal, Math Specialist | 3a.3.<br>PLC/PD Participation | 3a.3.<br>FCAT Scores and ongoing progress monitoring |
| **3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.** | | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. |
| Mathematics Goal #3b:<br><br>*NA Due to Sample Size (Less Than 15 tested)* | 2012 Current Level of Performance:* <br>*Enter numerical data for current level of performance in* | 2013 Expected Level of Performance:* <br>*Enter numerical data for expected level of performance in* | | | | |

| | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| *this box.* | *this box.* | | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **4a. 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 #4a: <br><br> *NA Due to Sample Size (Less Than 15)* | 2012 Current Level of Performance:* <br> *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* <br> *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. |
| | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. |
| **4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.** | | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. |
| Mathematics Goal #4b: <br><br> *NA Due to Sample Size (Less Than 15 tested)* | 2012 Current Level of Performance:* <br> *Enter numerical data for current level of performance in* / 2013 Expected Level of Performance:* <br> *Enter numerical data for expected level of performance in* | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | *this box.* | *this box.* | | | | | |
| | | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. |
| | | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** |
|---|---|---|---|---|---|---|---|
| **5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**<br><br>Mathematics Goal #5A:<br><br>*By 2016/2017, 93% of students will make learning gains on FCAT Math* | Baseline data 2010-2011 | 78.5% | 80% | 83% | 86% | 89% | 92% |

| 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 | |
|---|---|---|---|---|---|---|---|---|
| **5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.**<br><br>Mathematics Goal #5B:<br>NA Due to Sample Size (Less than 15) | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in* | 5B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *performance in this box.* White: Black: Hispanic: Asian: American Indian: | 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. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **5C. English Language Learners (ELL) not making satisfactory progress in mathematics.** | | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| Mathematics Goal #5C: *NA Due to Sample Size (Less Than 15)* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 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. The visual nature of math coupled with students needing additional help with Nemeth code | 5D.1. Continue working with students on tactile graphics and Nemeth code | 5D.1. Math Teacher, Braille Specialist | 5D.1. Records of interventions | 5D.1. FCAT Math |
| Mathematics Goal #5D: 80% of students tested will make learning gains. All students tested in this school fall under the SWD subcategory. | 2012 Current Level of Performance:* *78.5% (22)* / 2013 Expected Level of Performance:* *80% (24)* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 5D.2.<br>Geometric concepts | 5D.2.<br>Target students struggling with geographic concepts and offer interventions (use ongoing progress monitoring to target students) | 5D.2. Math Teacher, Assistant Principal, Math Specialist | 5D.2.<br>Lesson Plans, Interventions | 5D.2.<br>FCAT Scores |
| | | 5D.3.<br>Ensuring students with varying needs are able to keep pace with the curriculum | 5D.3.<br>Continued professional development relating to differentiated instruction | 5D.3.<br>Assistant Principal, Math Specialist | 5D.3.<br>PLC/PD Participation | 5D.3.<br>FCAT Scores and ongoing progress monitoring |
| 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.**<br>Mathematics Goal #5E:<br>NA Due to Sample Size (Less Than 15) | 2012 Current Level of Performance:*<br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br>*Enter numerical data for expected level of performance in this box.* | 5E.1. | 5E.1. | 5E.1. | 5E.1. |
| | | 5E.1. | | | | |
| | | 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*

## Florida Alternate Assessment High School Mathematics Goals

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

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

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| 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:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
| 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 |
| 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:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of* | | | | | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | *performance in this box.* | *performance in this box.* | | | | | |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.** | | | 4.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. |
| Mathematics Goal #4: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| *Enter narrative for the goal in this box.* | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. |
| | | | 4.3 | 4.3. | 4.3. | 4.3. | 4.3. |

*End of Florida Alternate Assessment High School Mathematics Goals*

## Algebra End-of-Course (EOC) Goals

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

| Algebra 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. |

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

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

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|---|
| **3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | | |
| Algebra Goal #3A:<br><br>*Enter narrative for the goal in this box.* | | | | | | | |

| 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 | |
|---|---|---|---|---|---|---|---|---|
| **3B. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.** | | | 3B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | |
| Algebra Goal #3B:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.*<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.*<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | |

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

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

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

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

*End of Algebra EOC Goals*

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

## Geometry End-of-Course Goals

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

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

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|---|
| **3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | | |
| Geometry Goal #3A:<br><br>*Enter narrative for the goal in this box.* | | | | | | | |

| 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 | |
|---|---|---|---|---|---|---|---|
| **3B.   Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.** | | 3B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| Geometry Goal #3B:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br>*Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:*<br>*Enter numerical data for expected level of performance in this box.* | | | | | | |

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

| | | | | | |
|---|---|---|---|---|---|
| Geometry Goal #3D:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | |
| | | | 3D.2. | 3D.2. | 3D.2. | 3D.2. | 3D.2. |
| | | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.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 |
|---|---|---|---|---|---|
| **3E. Economically Disadvantaged students not making satisfactory progress in Geometry.** | 3E.1. | 3E.1. | 3E.1. | 3E.1. | 3E.1. |
| Geometry Goal #3E:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | |
| | | | 3E.2. | 3E.2 | 3E.2. | 3E.2. | 3E.2. |

| | | 3E.3 | 3E.3 | 3E.3 | 3E.3 | 3E.3 |
|---|---|---|---|---|---|---|

*End of Geometry EOC Goals*

## Mathematics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Abacus Training | K-8 | TBA | Teachers | Monthly | Implementation in classes | PLC Leader |
| Differentiated Instruction/Universal Design for Learning | K-8 | TBA | Teachers | Monthly | Lesson Plans | PLC Leader |
| | | | | | | |

## 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 |
| | | | |

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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 Mathematics Goals*

## Elementary and Middle School Science Goals

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

| Elementary and Middle Science Goals | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.** | 1a.1.<br>Integrating science, writing, and language arts into the | 1a.1.<br>Use of common core strategies in lesson plans | 1a.1.<br>Classroom teacher, Assistant Principal | 1a.1.<br>Lesson Plans | 1a.1.<br>FCAT Scores |

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

| Science Goal #1a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | curriculum | | | | |
|---|---|---|---|---|---|---|---|
| *33% of students will achieve level 3 or better on FCAT Science* | *13% (2)* | *33% (5)* | | | | | |
| | | | 1a.2. Students struggle with cause and effect | 1a.2. Use of more hands-on activities. | 1a.2. Classroom teacher | 1a.2. Lesson Plan | 1a.2. FCAT and progress monitoring |
| | | | 1a.3. The visual concepts needed for some parts of science may be difficult | 1a.3. Adaptive materials | 1a.3. Classroom teacher | 1a.3. Lesson Plans | 1a.3. Progress Monitoring |
| **1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.** | | | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. |
| Science Goal #1b: NA Due to Sample Size (Less than 15) | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.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 |
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.** | | | 2a.1. Same as Cell 1.A.1 | 2a.1. See Cell 1.A.1 | 2a.1. See Cell 1A.1 | 2a.1. See Cell 1A.1 | 2a.1. See Cell 1A.1 |
| Science Goal #2a: 20% of students tested will score level 4 or better | 2012 Current Level of Performance:* *0%* | 2013Expected Level of Performance:* *20% (3)* | | | | | |

| | | | 2a.2.<br>See Cell 1a.2 | 2a.2.<br>See Cell 1a.2 | 2a.2.<br>See Cell 1a.2 | 2a.2<br>See Cell 1a.2. | 2a.2.<br>See Cell 1a.2 |
|---|---|---|---|---|---|---|---|
| | | | 2a.3<br>See Cell 1a.3 | 2a.3<br>See Cell 1a.3 | 2a.3<br>See Cell 1a.3 | 2a.3<br>See Cell 1a.3 | 2a.3<br>See Cell 1a.3 |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.**<br><br>Science Goal #2b:<br><br>*NA Due to sample size (less that 15)* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | 2b.1. | 2b.1. | 2.1. | 2b.1. | 2b.1. |
| | | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. |
| | | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |

*End of Elementary and Middle School Science Goals*

## 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 |

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

| 1. **Florida Alternate Assessment:** Students scoring at Level 4, 5, and 6 in science. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
|---|---|---|---|---|---|---|---|
| Science Goal #1:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. **Florida Alternate Assessment:** Students scoring at or above Level 7 in science. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Science Goal #2:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 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 End-of-Course (EOC) Goals

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

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

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

| 1. Students scoring at Achievement Level 3 in Biology. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
|---|---|---|---|---|---|---|---|
| **Biology Goal #1:** *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 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. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| **Biology Goal #2:** *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

*End of Biology EOC Goals*

## Science Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |

| Differentiated Instruction/Universal Design for Learning PLC | K-8 | TBA | Teachers | One Friday per month | To be determined by the PLC Leader | PLC Leader |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

## 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 |
| | | | |
| | | | |
| | | | 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*

## Writing Goals

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

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

| Writing Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.** | | | 1a.1. Students lacking the conventions needed for writing | 1a.1 Continue to implement writing instruction across the curriculum | 1a.1. Classroom Teachers, Assistant Principal | 1a.1. Implementation in lesson plans | 1a.1. FCAT Writes and ongoing progress monitoring |
| Writing Goal #1a: NA (Less than 15 anticipated to be tested in 2012/2013) | 2012 Current Level of Performance:* *40% (6/15)* | 2013 Expected Level of Performance:* *NA Due to anticipated sample size* | | | | | |
| | | | 1a.2. Students struggling with higher level thinking skills and being | 1a.2. Use of shared inquiry and modeling in the classroom | 1a.2. Classroom teachers | 1a.2. Ensure students are given opportunities to participate in higher level thinking via lessons planning | 1a.2 FCAT and Ongoing progress monitoring . |
| | | | 1a.3. Students lacking experience in notetaking, research, paraphrasing and summarizing in writing | 1a.3. Daily writing and explicit writing instruction | 1a.3. Classroom Teachers | 1a.3. Lesson Planning | 1a.3. FCAT, Ongoing progress monitoring, classroom assessments |
| **1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.** | | | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. |
| Writing Goal #1b: *NA Due to Sample Size (Less than 15)* | 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |

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

## Writing Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Differentiated Instruction/Universal Design for Learning | K-8 | TBA | Teachers | Friday, once per month | TBA By PLC Leader | PLC Leader |
| Common Core Training | K-8 | TBA | Teachers | Friday, once per month | TBA By PLC Leader | PLC Leader |
| | | | | | | |

## Writing Budget (Insert rows as needed)

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

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

| Other | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | **Subtotal:** |
| | | | **Total:** |

*End of Writing Goals*

## Civics End-of-Course (EOC) Goals

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

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

| *Enter narrative for the goal in this box.* | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

## 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## Civics Budget (Insert rows as needed)

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

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

|  |  |  |  |
|---|---|---|---|
|  |  |  | **Subtotal:** |
| Other |  |  |  |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  | **Subtotal:** |
|  |  |  | **Total:** |

*End of Civics Goals*

## U.S. History End-of-Course (EOC) Goals

* 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.**<br><br>U.S. History  Goal #1:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | 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. |
| 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. |

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

| U.S. History Goal #2:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:*<br><br>*Enter numerical data for current level of performance in this box.* | 2013 Expected Level of Performance:*<br><br>*Enter numerical data for expected level of performance in this box.* | | | | |
|---|---|---|---|---|---|---|
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

## U.S. History Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity<br>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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

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

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

| Strategy | Description of Resources | Funding Source | Amount |
|---|---|---|---|
| | | | |
| | | | |
| | | Subtotal: | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | Subtotal: | |
| | | Total: | |

*End of U.S. History Goals*

## Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (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.<br>Students with medical issues may be out for extended periods of time | 1.1.<br>Coordinate with parents if students may be out for long term medical reasons | 1.1.<br>Assistant Principal, Teachers | 1.1.<br>Finished Assignments, Parental Contact | 1.1.<br>Completed assignments and parental feedback |
| Attendance Goal #1:<br><br>With an anticipated student population of 39, students will attend 95% of school days. | 2012 Current Attendance Rate:* | | | | | |
| | 2013 Expected Attendance Rate:* | | | | | |
| | *94.3% (7641/8100days attended total for 45 students)* | *95%* | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | |
| | *22% (10)* | *15%* | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | *NA due to sample size* | 0 | | | | | |
| | | | 1.2.<br>Students who board at FSDB may miss up to 5 days in a school week if they are out | 1.2.<br>Attempt to contact the school in advance if student is intending to be out | 1.2.<br>Assistant Principal, Teachers | 1.2.<br>Parent Feedback | 1.2.<br>Parent Feedback |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

| 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Attendance Budget** (Insert rows as needed)

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

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

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

*End of Attendance Goals*

## Suspension Goal(s)

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

| Suspension Goal(s) | | Problem-solving Process to Decrease Suspension | | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Suspension** | | 1.1. Unanticipated behavior which may lead to a suspension | 1.1. Continue to use PBS within the Blind Middle School | 1.1. Assistant Principal, all staff | 1.1. Positive interventions, MTSS Team | 1.1. Suspension Rate |
| Suspension Goal #1: *0% of students in Blind Middle School will be suspended* | 2012 Total Number of In –School Suspensions *1* | | | | | |
| | 2013 Expected Number of In- School Suspensions *0* | | | | | |
| | 2012 Total Number of Students Suspended In-School *1* | | | | | |
| | 2013 Expected Number of Students Suspended In -School *0* | | | | | |
| | 2012 Number of Out-of-School | | | | | |
| | 2013 Expected Number of | | | | | |

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

| | Suspensions | Out-of-School Suspensions | | | | | |
|---|---|---|---|---|---|---|---|
| | _0_ | _0_ | | | | | |
| | 2012 Total Number of Students Suspended Out- of- School | 2013 Expected Number of Students Suspended Out- of-School | | | | | |
| | _0_ | _0_ | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| PBS Training | K-8 | PBS Leader | All Staff | TBA | TBA By PBS Coordinator | PBS Leader |
| | | | | | | |
| | | | | | | |

## Suspension Budget (Insert rows as needed)

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

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

| Strategy | Description of Resources | Funding Source | Amount |
|---|---|---|---|
| | | | |
| | | | |
| | | | **Subtotal:** |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | **Subtotal:** |
| | | | **Total:** |

*End of Suspension Goals*

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

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

**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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Dropout Prevention Budget** (Insert rows as needed)

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

| | Subtotal: |
|---|---|
| | Total: |

*End of Dropout Prevention Goal(s)*

**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**<br><br>Parent Involvement Goal #1:<br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | | 1.1.<br>Parents live all over the state of Florida, and it may hinder their visitation for events/ | 1.1.<br>Allow for streaming, Skype, and phone calls if parents are unable to attend events. | 1.1.<br>Teachers, Assistant Principal, Staff | 1.1.<br>Sign in forms, feedback | 1.1.<br>Sign-in forms, feedback |
| 80% of parents in the program will participate in a school based activity (eg: IEP, open house, classroom based event) | 2012 Current level of Parent Involvement:*<br>*NA at the school level, data will be collected for the 2012/2013 school year* | 2013 Expected level of Parent Involvement:*<br>*80% (37) of parents in the program will participate in a school based activity (IEP, open house, classroom events* | | | | |

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|  |  | 1.2.<br>Events may occur during times parents are unable to participate | 1.2.<br>Look at best times for families to attend (after-school, evenings, day of big events) | 1.2.<br>Assistant Principal, Teachers/Staff | 1.2.<br>Feedback from parents/staff | 1.2.<br>Feedback from parents/staff |
|---|---|---|---|---|---|---|
|  |  | 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<br>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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

## Parent Involvement Budget

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

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| | | | |
|---|---|---|---|
| | | | **Subtotal:** |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | **Subtotal:** |
| | | | **Total:** |

*End of Parent Involvement Goal(s)*

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

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

| STEM Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| STEM Goal #1:<br><br>*100% of students in Blind Middle School will participate in a computer class.* | 1.1.<br>Students with visual disabilities may have trouble accessing various computer programs | 1.1.<br>Ensure staff and students have a working knowledge of adaptive technology so they are able to access the computer | 1.1.<br>Computer teacher | 1.1.<br>Report cards and lesson plans | 1.1.<br>Report cards |

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|  | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|  | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## STEM Professional Development

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

## 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: |

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

*End of STEM Goal(s)*

## Career and Technical Education (CTE) Goal(s)

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

| 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 |

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| CTE Goal #1:  *Enter narrative for the goal in this box.* | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
|---|---|---|---|---|---|
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## CTE Professional Development

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

## CTE Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. |
|---|
| Evidence-based Program(s)/Materials(s) |

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| 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)*

# Additional Goal(s)

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

| | Problem-Solving Process to Increase Student Achievement |
|---|---|

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

## Additional Goals Professional Development

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

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

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

*End of Additional Goal(s)*

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

**Final Budget** (Insert rows as needed)

| | |
|---|---|
| Please provide the total budget from each section. | |
| **Reading Budget** | |
| | Total: |
| **Mathematics Budget** | |
| | Total: |
| **Science Budget** | |
| | Total: |
| **Writing Budget** | |
| | Total: |
| **Attendance Budget** | |
| | Total: |
| **Suspension Budget** | |
| | Total: |
| **Dropout Prevention Budget** | |
| | Total: |
| **Parent Involvement Budget** | |
| | Total: |
| **Additional Goals** | |
| | Total: |
| | |
| | Grand Total: |

**eva**

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


## Differentiated Accountability

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

| School Differentiated Accountability Status | | |
|---|---|---|
| ☐ Priority | ☐ Focus | ☐ Prevent |

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


## School Advisory Council (SAC)

*SAC Membership Compliance*

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. |
|---|
| The school has a sub-SAC committee consisting of teachers, specialists, administrators, parents and students. The team meets quarterly. |

| Describe the activities of the SAC for the upcoming school year. |
|---|
| The team will meet quarterly to discuss data received from assessments, needs within the department, and progress toward SIP goals. |

| Describe the projected use of SAC funds. | Amount |
|---|---|
| FSDB does not receive funds for ths | |
| | |
| | |