

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: Morningside Elementary	District Name: St. Lucie County
Principal: Cortina Bell-Gray	Superintendent: Michael Lannon
SAC Chair: Eric Graff	Date of School Board Approval: 10-9-2012

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

April 2012

Rule 6A-1.099811

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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	Cortina Bell-Gray	BA – Psychology West Virginia Wesleyan College MA – Educational Leadership Florida Atlantic University Principal Certification State of Florida	4	10	2011-2012 Principal Morningside Elementary School Grade B Reading Mastery 73%, Math Mastery 67%, Science Mastery 51%, Writing Mastery 90%. 2010-2011 Principal Morningside Elementary School Grade A: Reading Mastery: 86%, Math Mastery: 87%, Writing Mastery: 93%, Science Mastery: 74%, AYP: 97%, ED did not make AYP in reading and math. 2009-2010 Principal Morningside Elementary School Grade A: Reading Mastery: 84%, Math Mastery: 85%, Writing Mastery: 85%, Science Mastery: 62% AYP: 95%SWD did not make AYP in Reading and Math. 2008-2009 AP Palm Pointe Educational Research School Grade A: Reading Mastery: 78%, Math Mastery: 72%, Science: 54%, Writing Mastery: 93%. AYP: 97%, Black did not make AYP in Math. 2007-2008 AP – West Gate Grade A: Reading Mastery: 70%, Math Mastery: 67%, Science Mastery: 42%, Writing Mastery: 88%, AYP: 87%, Black, Hispanic, SWD, FRL, and ELL did not make AYP in Reading 2006-2007 Principal Garden City Grade: F Reading Mastery: 51%, Math Mastery: 45%
Assistant Principal	Cynthia Roach	Masters in Ed. Leadership Masters in Elem. Literacy	0	0	6 th grade Science teacher at St. Lucie West K-8 School

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)

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. NEST/SHINE Mentoring Programs	Assistant Principal	June 2013	
2.			
3.			
4.			

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

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)).

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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
47	2.1 % (1)	12.77% (6)	27.66% (13)	57.45% (27)	36.17% (17)	89.4% (42)	0.00% (0)	4.26% (2)	55.32% (26)

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
Jane Bloxom	Sarah Roddin	Mentor has 37 years’ experience as a teacher and mentor, same grade level, deep pedagogy, mentor and clinical educator trained as well as gifted endorsed. Mentee is a second year teacher.	<p>Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.</p> <ul style="list-style-type: none"> • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.

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<p>Jackie Clark</p>	<p>Amanda McCullough</p>	<p>Mentor has 6 years' experience as a teacher and mentor, same grade level, deep pedagogy. Mentee is a 3rd teacher but new in this grade level.</p>	<p>Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.</p> <ul style="list-style-type: none"> • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.
<p>Eric Graff</p>	<p>Ryan Prue</p>	<p>Mentor has 24 years' experience as a teacher and mentor, same resource schedule, deep pedagogy, mentor and clinical educator trained. Mentee is a first year teacher.</p>	<p>Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.</p> <ul style="list-style-type: none"> • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.

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Amy Spurr	Stacie Moten	Mentor has 26 years' experience as a teacher and mentor, same grade level, deep pedagogy, mentor and clinical educator trained and reading endorsed. Mentee is a first year teacher in this district.	<p>Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.</p> <ul style="list-style-type: none"> • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/ activities on log.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Administrators, School Psychologist, Guidance, ESE Department Chair, Inclusion Teacher, and Regular Ed Teacher

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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?

Core team meets at least 3-4 times a year to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets.

Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings.

The team will collaborate with the Building Level Planning Team, SAC, PBS team, and school literacy team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

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?

The Core Team collaborated with the School Advisory Council (SAC) utilizing data from the 2011-2012 school year. The Team helped facilitate a discussion on how to increase academic rigor, particularly in the Literacy and Intervention/Enrichment Block (K-5) and with Tier 1 behavioral instruction.

Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of intensive academic/behavioral programs
- Mentoring, tutoring, and other services

MTSS Implementation

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<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Florida Comprehensive Assessment Test (FCAT)</p> <ul style="list-style-type: none">• FCAT Writes• SAT – 10• Curriculum Based Measurement• St. Lucie County Benchmarks• Comprehensive English Language Learning Assessment (CELLA)• FLKRS• Office Discipline Referrals• Retentions• Absences <p>The data will be triangulated and analyzed to determine students who need additional instruction with evidence based interventions.</p> <p>The following databases will be utilized:</p> <ul style="list-style-type: none">• Skyward• PMRN• Performance Matters• RtI Database <p>Additional data will be available through the following:</p> <ul style="list-style-type: none">• Program Specific Reports• Easy CBM• Behavior Incident Reports (BIR)
<p>Describe the plan to train staff on MTSS.</p> <p>Training with appropriate staff Reading of the MTSS Manual Regular data meetings</p>
<p>Describe plan to support MTSS.</p> <p>Positive Behavior Support (PBS)</p> <ul style="list-style-type: none">• CHAMPs• Literacy Routines/Framework• Math Routines/Framework• Behavior Framework• Easy CBM• Performance Matters• RtI Database• USF/FLDOE Problem Solving/Response to Instruction and Intervention Tier 1, 2, and 3• Progress Monitoring and Graphing

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
Administrators, Media Specialist, Teachers, ESE rep.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
LLT meets monthly to review data and progress monitor in the area of reading. Based on this information, the team will identify professional development activities needed to increase reading achievement. The team has also set goals for achievement and strategies to achieve those goals. Based on data and needs assessments, the team will provide information to teachers. The team will ensure that the necessary resources are available and that reading interventions/literacy routine, and RtI are implemented with fidelity. The team will collaborate with faculty, SAC, and RtI team. The team will communicate with parents/community to facilitate planned activities and progress towards goals

What will be the major initiatives of the LLT this year?

Read Across America, Implementation of Reading Counts, Implementation of Literacy Routine, RtI/Intervention for reading, Literacy night for families

Public School Choice

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

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

***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.

***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						
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Schoolwide implementation of Reading Counts with Fidelity	1a.1 Teacher buy-in and training, provide incentives for students	1a.1. Principal, Assistant Principal, MTSS Core Team Media Specialist, Literacy Committee	1a.1. Informal and Formal Observation Data, Data meetings, MTSS Core Team meetings, Literacy Committee minutes	1a.1 FCAT, Benchmarks, EasyCBM, Earobics		
Reading Goal #1a: By May 2013, 36% (112) of students in grades 3-5 will score a level 3 on the 2013 FCAT 2.0 Reading	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					
	35% (109) of students in grades 3-5	36% (112) of students in grades 3-5					

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		1a.2. Lack of Literacy Coach	1a.2. Assign a Literacy Contact, Monitor Small group instruction and implementation of the Literacy Routine with fidelity.	1a.2. Assistant Principal, Principal	1a.2. Lesson Plans, Informal and Formal Observation Data, Data meetings	1a.2. FCAT, Benchmarks, EasyCBM, Earobics	
		1a.3. Journeys basal lacks key skills/ components.	1a.3. Supplement Journeys with other materials.	1a.3. Principal, Asst. Principal	1a.3. Lesson Plans, Informal and Formal Observation Data, Data meetings	1a.3. FCAT, Benchmarks. EasyCBM, Earobics	
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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		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. Schoolwide implementation of Reading Counts with Fidelity	2a.1. Teacher buy-in and training, provide incentives for students	2a.1. Principal, Asst. Principal, MTSS Core Team, Media Specialist, Literacy Committee	2a.1. Lesson Plans, Informal and Formal Observation Data, Data meetings, Lesson Plans, Literacy Committee minutes	2a.1. FCAT, Benchmarks, EasyCBM, Earobics		

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Reading Goal #2a:	2012 Current	2013 Expected					
By May 2013, 39% (121) of students in grade 3-5 will score a level 4 or 5 in reading on the 2013 FCAT 2.0 Reading.	Level of Performance:	Level of Performance:*					
	38% (119) of students in grades 3-5	39% (121) of students in grades 3-5					
		2a.2. Lack of a literacy coach	2a.2. Assign a literacy coach, monitor small group instruction and implementation of the Literacy Routine with fidelity.	2a.2. Assistant Principal, Principal	2a.2. Literacy Contact meetings with teachers. Information sharing sessions. Meeting minutes from district and school meetings.	2a.2. FCAT, Benchmarks, EasyCBM, Earobics	
		2a.3 Lack of Professional Development in rigorous and relevant curriculum.	2a.3 Provide training in Webb's Depth of Knowledge, and Enrichment. Target identified students for Enrichment.	2a.3 Principal, Asst. Principal, MTSS Core Team, Teachers of the Gifted.	2a.3 Fidelity Checks, Lesson Plans, Informal and Formal Observation Data, Data meetings. Professional Development Agendas.	2a.3 FCAT, Benchmarks, EasyCBM, Earobics	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>	<p>3a.1. Lack of Literacy Coach</p>	<p>3a.1. Assign a Literacy Contact, monitor small group instruction and Literacy Routine implementation</p>	<p>3a.1. Principal, Assistant Principal</p>	<p>3a.1. Lesson Plans, Informal and Formal Observation Data, Data meetings. Literacy Contact meetings, district and school agendas and meetings minutes.</p>	<p>3a.1. FCAT, Benchmarks, EasyCBM, Earobics</p>		
<p>Reading Goal #3a: By May 2013, 70% (217) of students in grades 3-5 will make learning gains on the 2013 FCAT 2.0 Reading.</p>	<p>2012 Current Level of Performance: *</p>	<p>2013 Expected Level of Performance: *</p>					
	<p>68% (212) of students in grades 3-5</p>	<p>70% (217) of students in grades 3-5</p>					
		<p>3a.2. Schoolwide implementation of Reading Counts with Fidelity</p>	<p>3a. Teacher buy-in and training, provide incentives for students</p>	<p>3a.2. Principal, Asst. Principal, Literacy Committee, Media Specialist</p>	<p>3a.2. Lesson Plans, Informal and Formal Observation Data, Data meetings. Literacy Committee minutes</p>	<p>3a.2. FCAT, Benchmarks, EasyCBM, Earobics</p>	

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		3a.3. Journeys reading basal lacks key skills and components.	3a.3. Supplement with other materials.	3a.3. Teachers, MTSS Core Team	3a.3. Lesson Plans, Formal and Informal Observation Data, Data meetings.	3a.3. FCAT, Benchmarks, Easy CBM, Earobics	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<u>Reading Goal #3b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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		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. Schoolwide implementation of Reading Counts with Fidelity	4a.1. Teacher buy-in and training, provide incentives for students	4a.1. Principal, Asst. Principal, Media Specialist, Literacy Committee	4a.1. Lesson Plans, Informal and Formal Observation Data, Data meetings. Literacy Committee minutes	4a.1. FCAT, Benchmarks, Easy CBM, Earobics		

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Reading Goal #4a: By May 2013, 49% of the lowest 25% of students in grades 3-5 will make learning gains on the 2013 FCAT 2.0 Reading.	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					
	47% of students in grades 3-5.	49% of students in grades 3-5.					
		4a.2. Lack of literacy coach	4a.2 Assign a literacy coach.	4a.2. Assistant Principal	4a.2. Fidelity Checks, Literacy Contact meeting agendas, Data meetings, district and school meeting minutes.	4a.2. FCAT, Benchmarks, EasyCBM, Earobics	
		4a.3 Journeys reading basal lacks key skills/components.	4a.3. Supplement Journeys with other materials. Ensure that identified Tier II and III students are receiving interventions with fidelity	4a.3 Teachers, Principal, Assistant Principal, MTSS Core Team	4a.3. Lesson Plans, Formal and Informal Observations Data, Data meetings. Intervention Data, Fidelity Checks during MTSS time.	4a.3. FCAT, Benchmark, EasyCBM, Earobics	
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.		

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Reading Goal #4b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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%.	Baseline data 2010-2011						

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<p><u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u> *</p>					

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

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Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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

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		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
Kagan	K-5	Gretchen Alsager, Allison Hargroves	K-5 teachers	August 2012 – May 2013	Professional Learning Community Log, lesson plans, formal and informal observations	Principal, Asst. Principal
St. Lucie Framework	K-5	Sherri Varn	K-5 teachers	August 2012- May 2013	Professional Learning Community Log, lesson plans, formal and informal observations	Principal, Asst. Principal
Thinking Maps	K-5	Amanda McCullough, Rebecca Williams	K-5 Teachers	August 2012- May 2013	Professional Learning Community Log, lesson plans, formal and informal observations	Principal, Asst. Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
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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
Rigor and Relevance	Teachers of the gifted collaborate and articulate with regular education teachers.		
Reading Counts	Free Incentives for students		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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	

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

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<p>1. Students scoring proficient in Listening/Speaking.</p>	<p>1.1. Limited English speaking in home. No ESOL Paraprofessional Not 100% ESOL endorsed teachers</p>	<p>1.1. Rosetta Stone Inclusion with ESOL endorsed teacher 100% of teachers ESOL endorsed.</p>	<p>1.1. Guidance Counselor</p>	<p>1.1. Monitoring of students with testing, differentiation instruction, and technology. Lesson Plans, Informal and Formal Observation Data</p>	<p>1.1. ESOL testing, classroom assessments, computer based testing. ESOL Audit</p>	
<p><u>CELLA Goal #1:</u> 55% (15) of students in grades K-5 will score proficient in Listening/Speaking on the 2013 CELLA.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>50% (10) of students in grades K-5 scored proficient in Listening/Speaking on the 2012 CELLA.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>2. Students scoring proficient in Reading.</p>	<p>2.1. Limited English speaking in home. No ESOL Paraprofessional Not 100% ESOL endorsed teaches.</p>	<p>2.1. Rosetta Stone Inclusion with ESOL endorsed teacher 100% of teachers ESOL endorsed.</p>	<p>2.1. Guidance Counselor</p>	<p>2.1. Monitoring of students with testing, differentiation instruction, and technology. Lesson Plans, Informal and Formal Observation Data</p>	<p>2.1. ESOL testing, classroom assessments, computer based testing. ESOL Audit</p>	
<p><u>CELLA Goal #2:</u> 30% (8) of students in grades K-5 will score proficient in Reading on the 2013 CELLA.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>25% (5) of students in grades K-5 scored proficient in Reading on the 2012 CELLA.</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>3. Students scoring proficient in Writing.</p>	<p>2.1. Limited English speaking in home. No ESOL Paraprofessional Not 100% ESOL endorsed teachers</p>	<p>2.1. Rosetta Stone Inclusion with ESOL endorsed teacher 100% of teachers ESOL endorsed.</p>	<p>2.1. Guidance Counselor</p>	<p>2.1. Monitoring of students with testing, differentiation instruction, and technology. Lesson Plans, Informal and Formal Observation Data</p>	<p>2.1. ESOL testing, classroom assessments, computer based testing. ESOL Audit</p>	

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CELLA Goal #3: 30% (8) of students in grades K-5 will score proficient in Writing on the 2013 CELLA.	2012 Current Percent of Students Proficient in Writing :					
	25% (5) of students in grades K-5 scored proficient in Writing on the 2012 CELLA.					
		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)

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:			

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1. Limited understanding of math vocabulary. Lack of fluency with math facts.</p>	<p>1a.1. Direct teaching of math vocabulary, Kagan structures to memorize facts. Resource teachers to support math achievement using deliberate instruction. Departmentalizing with 5th grade students to allow more math time, 90 minute math block in 5th grade. 75 minutes in grades 3-5.</p>	<p>1a.1. Principal and Assistant Principal, Math Committee</p>	<p>1a.1. Lesson Plans, Informal and Formal Observations, Data meetings. Math Committee minutes</p>	<p>1a.1. FCAT, Go Math Benchmarks</p>		
<p>Mathematics Goal #1a: By May 2013, 30% (90) of students in grades 3-5 will score a level 3 on the 2013 FCAT 2.0 Math.</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:*</u></p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u></p>					
	<p>28% (89) of students in grades 3-5</p>	<p>30% (90) of students in grades 3-5</p>					
		<p>1a.2. Go Math basal not aligned to CCSS.</p>	<p>1a.2. Crosswalk Go Math and CCSS</p>	<p>1a.2. Teacher Leaders, Math Committee, Principal, Asst. Principal</p>	<p>1a.2. Lesson Plans, Informal and Formal Observations, Data meetings</p>	<p>1a.2. FCAT, Go Math Benchmarks</p>	

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		1a.3. Lack of Math Coach	1a.3. Assure that a teacher from each grade level is represented on the Math Committee. Small group instruction in math. Use of High Effect Size Strategies	1a.3. Assistant Principal, Math Committee, Principal	1a.3. Math Committee minutes, Data meetings, Lesson Plans, Informal and Formal Observations	1a.3. FCAT, Go Math Benchmarks	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Mathematics Goal #1b:	2012 Current	2013 Expected					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:</u> *	<u>Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. Limited technology resources for students (number of student computers). Use of manipulatives is minimal.</p>	<p>2a.1. Schedule laptop lab and student desktops at maximum usage for grades 3-5. Departmentalizing with 5th grade students to allow more math time. Increase hands-on instruction and opportunities for students. Small group instruction, use of High Effect Size Strategies</p>	<p>2a.1. Principal, Asst. Principal</p>	<p>2a.1. Lesson Plans, Informal and Formal Observations, Data meetings, Laptop Lab Schedule</p>	<p>2a.1. FCAT and Go Math Benchmarks</p>		
<p>Mathematics Goal #2a: 50% (130) of students in grades 3-5 will score a level 4 and 5 on the 2013 FCAT 2.0 Math.</p>	<p>2012 Current <u>Level of Performance</u>.*</p>	<p>2013 Expected <u>Level of Performance</u>.*</p>					

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	49% (129) of students in grades 3-5	50% (130) of students in grades 3-5					
		2a.2. Time, resources to provide enrichment to identified students.	2a.2. Ensure that identified students are provided enrichment during the MTSS time or during the school day with an appropriate enrichment curriculum.	2a.2. Teachers including teachers of the gifted, Principal, Asst. Principal and MTSS Core Team	2a.2. Fidelity Checks, Lesson Plans, Informal and Formal Observation Data, Data meetings, MTSS Core Team meetings	2a.2. Go Math Benchmarks, FCAT	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. Gaps between 2nd and 3rd grade expectations.</p>	<p>3a.1. Vertical articulation between 2nd and 3rd grade teachers by close of 1st semester especially for Number of Operations. Small group instruction and use of High Effect Size Strategies</p>	<p>3a.1. Principal, Asst. Principal</p>	<p>3a.1. Lesson Plans, Informal and Formal Observations, Data meetings, Articulation meetings.</p>	<p>3a.1. FCAT and Go Math Benchmarks</p>		
<p>Mathematics Goal #3a: 70% (200) of students will achieve learning gains in grades 3-5.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>64% (185) of students in grades 3-5</p>	<p>70% (200) of students in grades 3-5</p>					
		<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	
		<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p><u>Mathematics Goal #3b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. Limited understanding of math vocabulary. Lack of fluency with math facts.</p>	<p>4a.1. Small group instruction, prescriptive interventions, after school tutoring, hands-on games, MTSS. Departmentalizing with 5th grade students to allow more math time. 90 minute block for grade 5 students. 75 minutes of math for grades 3 and 4. Small group instruction and use of High Effect Size Strategies</p>	<p>4a.1. Principal, Asst. Principal, Teachers, MTSS Core Team</p>	<p>4a.1. Lesson Plans, Informal and Formal Observations, Data meetings, MTSS Core Team meetings</p>	<p>4a.1. FCAT, Go Math Benchmarks</p>		

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Mathematics Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
52% (30) of students in the lowest 25% in grades 3-5 will make learning gains on the 2013 FCAT 2.0 Math.							
	42% (27) of students in grades 3-5	52% (30) of students in grades 3-5					
		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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		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		

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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

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

Middle School	Mathema	Problem-Solving					
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	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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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

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		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:	2012 Current	2013 Expected					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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

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		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<u>Mathematics Goal #3b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

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

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		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b:	2012 Current	2013 Expected					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), 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						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p>Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	

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

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

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		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 mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance: *</p>	<p>2013 Expected Level of Performance:*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>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:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<p>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:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3.1.	3.1.	3.1.	3.1.	3.1.		
<p>Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipate d 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: <i>Enter narrative for the goal in this box.</i>	2012 Current <u>Level of Performance:</u> *	2013 Expected <u>Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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

April 2012

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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.		
<u>Algebra Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
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						
<u>Algebra Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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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.		
<u>Algebra Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	

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		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.		
<u>Algebra Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

Geometry End-of-Course Goals

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

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

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

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		2.3	2.3	2.3	2.3	2.3	
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	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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		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.		
<u>Geometry Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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

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

**April 2012
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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

Mathematics Budget (Insert rows as needed)

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

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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		

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1a.1. Students in grade 5 lack skills in science vocabulary and processes</p>	<p>1a.1. Brain Pop will be used as reinforcement for science standards taught. Classroom review of science weekly. Collaboration between science resource and classroom teacher. Direct instruction of science vocabulary and processes. Hands-on experiences will be increased in science resource and science regular education classrooms.</p>	<p>1a.1. Principal and Assistant Principal</p>	<p>1a.1. Lesson Plans, Informal and Formal Observations, Data meetings</p>	<p>1a.1. FCAT Benchmark Mini-assessments</p>		
<p>Science Goal #1a: By June 2013, 40% (40) of students in grade 5 will score at Level 3 on the 2013 FCAT 2.0 Science.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>30% (30) of students in grade 5</p>	<p>40% (40) of students in grade 5</p>					

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		1a.2. Minimal use of technology components of Science Fusion	1a.2. Professional development for Science Fusion technology, High Effect Size Strategies,	1a.2. Principal and Assistant Principal	1a.2. Lesson Plans, Informal and Formal Observations, Data meetings	1a.2. FCAT Benchmark Mini-assessments	
		1a.3. Lack of time devoted to science instruction.	1a.3. 5 th grade departmentalizing with A/B days. Longer blocks of time in science.	1a.3. Principal and Assistant Principal	1a.3. Lesson Plans, Informal and Formal Observations, Data meetings	1a.3. FCAT Benchmark Mini-assessments	
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

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		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. Students in grade 5 lack skills in science vocabulary and processes	2a.1. Brain Pop will be used as reinforcement to a learned Science NGSSS. Classroom review of Science Weekly. Collaboration between science resource and classroom teacher.	2a.1. Principal and Assistant Principal	2a.1. Lesson Plans, Informal and Formal Observations, Data meetings	2a.1. FCAT Benchmark Mini-assessments		
<u>Science Goal #2a:</u> By June 2013, 30% (30) of students in grade 5 will score at Level 3 on the 2013 FCAT 2.0 Science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	21% (21) of students in grade 5	30% (30) of students in grade 5					

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		2a.2. Lack of professional development for gifted/ general education teachers to deepen their pedagogy.	2a.2. Professional development for Science Fusion, High Effect Size Strategies.	2a.2. Principal and Assistant Principal	2a.2. Lesson Plans, Informal and Formal Observations, Data meetings	2a.2. FCAT Benchmark Mini-assessments	
		2a.3 Lack of time devoted to science instruction.	2a.3 5 th grade departmentalizing with A/B days. Longer blocks of time in science.	2a.3 Principal and Assistant Principal	2a.3 Lesson Plans, Informal and Formal Observations, Data meetings	2a.3 FCAT Benchmark Mini-assessments	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
<u>Science Goal #2b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

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

End of 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		

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

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Biology Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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

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

Science Budget (Insert rows as needed)

Include only school-based funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Fusion Technology Components	Substitute for Science Teacher Leader	10100 General School Funds	\$70.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Total: \$70.00			

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)).

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 who need extra support to achieve or maintain 4.0.	1a.1. Assist students with planning, editing, revising and constantly review, give mini-assessments monthly, implement a writing camp and tutoring. Continue Write from the Beginning curriculum. Implement a writing resource teacher for grades K-5.	1a.1. Principal and Assistant principal, Teachers, Writing Committee, Writing resource teacher.	1a.1. Lesson Plans, Informal and Formal Observations, Data meetings	1a.1. FCAT Writes, Writing Mini-assessments.		

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<p><u>Writing Goal #1a:</u> By June 2012, 91% (91) of students in 4th grade will score a level 4.0 or high on the 2013 FCAT Writing Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>90% (90) of students in grade 4.</p>	<p>91% (91) of students in grade 4.</p>					
		<p>1a.2. 3rd grade teachers not trained in WFTB</p>	<p>1a.2. 3rd grade teachers articulate with 4th grade teachers.</p>	<p>1a.2. Principal, Assistant Principal, Writing Committee</p>	<p>1a.2. Lesson Plans, Informal and Formal Observations, Data meetings</p>	<p>1a.2. FCAT Writes, Writing Mini-assessments</p>	
		<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	
<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>		
<p><u>Writing Goal #1b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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
Write from the Beginning	K-3	Eric Graff	K-3 teachers	PLC meetings monthly	Lesson plan review, classroom walks	Principal, Assistant Principal
Target Skills	K-5	Eric Graff	Writing teachers	PLC meetings monthly	Lesson plan review, classroom walks	Principal, Assistant Principal

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

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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 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		

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

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2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not						
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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
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

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.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

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

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

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

End of U.S. History Goals

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		

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<p>1. Attendance</p>	<p>1.1. Parents bring students to school late. Parents bring students pick up students early. Parents not writing notes for absences. Students not turning notes in.</p>	<p>1.1. Use of Connect Ed, written communication, face to face parent conferences, implementation of PBS, Social Worker contact, Perfect Attendance Ceremonies</p>	<p>1.1. Principal, Asst. Principal, Data Specialist, Teachers, PBS Core Team, Truancy Officer</p>	<p>1.1. Surveys, Attendance Tardy Data</p>	<p>1.1. Skyward</p>		
<p><u>Attendance Goal #1:</u> By June 2013, 97% (621) of students in grades K-5 will attend school on a regular basis. By June 2013, 9%(56)of students in grades K-5 will have excessive absences. By June 2012, 18%(112) of students in grades K-5 will have excessive tardies as measured by the Skyward Data</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>97% (621) of students in grades K-5</p>	<p>98% of students in grades K-5.</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>11%(68) of students in grades K-5</p>	<p>9%(56)of students in grades K-5</p>					

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	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	22%(140) of student in grades K-5	18%(112) of students in grades K-5					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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)			

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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 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		

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

<p>1. Suspension</p>	<p>1.1. Not enough personnel to implement plans for Tier 2 and 3 students Lack of parent involvement</p>	<p>1.1. Implement with fidelity Positive Behavior Support Check-in and Checkout School Website Newsletters Connect-Ed Email Conferences</p>	<p>1.1. Principal, Asst. Principal PBS Data Specialist PBS Team</p>	<p>1.1. Surveys(Parent, student and teacher), Classroom walks, Lesson plan review</p>	<p>1.1. PBS Data</p>		
<p><u>Suspension Goal #1:</u> By June 2013 the number of ISS and OSS students will be reduced as reflected in the area goals and measured by the Skyward Data System</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>1 in-school suspension</p>	<p>1 student assigned to ISS</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					

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	1 student assigned to ISS	1 students assigned to ISS					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	44 out of school suspensions	40 out of school suspensions					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	31 students suspended out of school	28 out of school suspensions					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.</p>						
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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
Positive Behavior Support	K-5	PBS Core team	All teachers and staff	September - June	School wide data Classroom walkthroughs	PBS Core Team

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

End of Suspension Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Dropout Prevention Goal(s)

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

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

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

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

Dropout Prevention Professional Development

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

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

End of 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		

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<p>1. Parent Involvement <u>Parent Involvement Goal #1:</u></p>	<p>1.1. Parents with work schedules that interfere with activity. Lack of communication. Lack of transportation</p>	<p>1.1. Offer opportunities in the evenings Saturdays such as Math Family Night and Math Publix Night MSE Family Night including dinner. Student led conferences. ESOL Parent Night, Open Houses, K-2 Grading Parent Information Session</p>	<p>1.1. Volunteer Coordinator PBS Core Team</p>	<p>1.1. Log sheets, sign in sheets, surveys</p>	<p>1.1. Volunteer Database Five Star Binder</p>		
<p>By June 2013, 60% (360) of parents in grades K-5 will participate in school activities.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p>50% (300) of parents in grades K-5 participated in school activities.</p>	<p>60%(360) of parents in grades K-5 will participate in school activities</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Parent Involvement Professional Development

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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

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: Integrate science, math, engineering, and technology by applying for a Motorola STEM grant with a goal that students will understand energy sources through building materials.	1.1. Not having enough resources to expose students to STEM with fidelity.	1.1. Writing and applying for the grant.	1.1. Mar-Lou Jennings Mollie Mukhamedov	1.1. Lesson Plans, Informal and Formal Observations, Data meetings	1.1. End of Grant Evaluation
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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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

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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 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
CTE Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.

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	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)			
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 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)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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.							
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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

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:			

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Total:			
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End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.			
Reading Budget			Total:
Mathematics Budget			Total:
Science Budget			Total:\$70.00
Writing Budget			Total:
Attendance Budget			Total:
Suspension Budget			Total:
Dropout Prevention Budget			Total:
Parent Involvement Budget			Total:
Additional Goals			Total:
			Grand Total: \$70.00

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes

No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount