FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Emerald Coast Career Institute North	District Name: Okaloosa
Principal: Christy Cook Corbin	Superintendent: Dr. Alexis Tibbetts
SAC Chair: Nicole Rickmon	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Christy Cook Corbin	M.A in Educational Leadership

B.A in Elementary Education

Certification in:

Elementary Education 1-6 | 7 years | 5 years | Emerald Coast Career Institute North (ECCI North) received a School Grade for the first time in 2011. The grade was "F". For the 2012 school year, ECCI North received a School Improvement rating. In reading, 20% of the students scored proficient while 35% made learning gains. The percentage of students in the lowest 25% making learning gains in reading was 14%.
In math, no students scored proficient while 43% made learning gains. The percentage of students in the lowest 25% making learning gains was 0%. |

		Exceptional Student Education K-12 English Spoken as a Second Language Educational Leadership			
Assistant Principal					

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Data Charts	Christy Corbin & literacy coach	May 2012
2. Use of SmartBoards & Mimios	Christy Corbin	June 2013

3.		
4.		

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
7	29% (2)	14% (1)	14% (1)	43% (3)	43% (3)	100% (7)	14% (1)	14% (1)	29% (2)

Teacher Mentoring Program/Plan

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

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sandy Dye	Natasha Shears	Elementary & ESE background	Lesson plans, reading strategies, station activities
Keri Sammons	Christi Leadmon	Works at Richbourg School which is on the same campus.	

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. **Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities. **Exceptional Student Education (ESE) Teachers:** Provides information about core instruction, participates in student data collection, collaborates with staffing specialist, and provides strategies. Students in possible need of other services related to behavior or therapies proceed through the MTSS/RtI model. **General Education Teachers:** Provides information about core instruction, participates in student data collection, collaborates with staffing specialist, and provides strategies. Students in possible need of other services related to behavior or therapies proceed through the MTSS/RtI model. **Staffing Specialist:** Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. **School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
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? Teachers meet once a week to discuss student performance and if any students need to be referred for RtI. Most of our students are already ESE, so we are mostly dealing with behavior. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier 1, 2, & 3 academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The RtI team will provide data on Tier 1, 2, and 3 students as data becomes available through progress monitoring.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: DEA, FCAT, timed writing prompts Midyear: DEA, timed writing prompts, semester tests End-of-year: DEA, FCAT, timed writing prompts, EOC Frequency of Data Days: Once a month for formal data analysis, weekly for informal data analysis
Describe the plan to train staff on MTSS. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Monthly in-service meetings and bi-weekly meetings.
Describe the plan to support MTSS. Faculty will participate in book study and any county trainings that pertain to reading, math, science and writing.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   **Principal:** Provides a common vision for the use of data-based decision-making, ensures the school is following the school improvement planning and providing professional development. Leads literacy based district initiatives   **Teachers:** Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.   **Professional Development Representative:** Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The LLT meets monthly to help monitor progress and problem solve when adequate progress is not being met.
What will be the major initiatives of the LLT this year?   To monitor progress closely and analyze data to determine strengths and weaknesses in education practices and pedagogies.

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 (2)(b) F.S

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

Every teacher is responsible for integrating reading and writing strategies into every subject. Lesson plans are used for documentation if reading is being taught.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

Ninth and tenth grade students are enrolled in a horticulture or culinary class to work towards industrial certification. This certification will allow the students to decide if they would be interested in a career in either industry. Many students are also enrolled in Psychology and Sociology courses which give them an insight into these professions

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Lack of background/prior knowledge needed for comprehension	1a.1. Identify and address areas of weakness to provide data driven instruction; begin implementation of Common Core Standards	1a.1. Administration, teachers & literacy coach	1a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed.	1a.1. Dashboard Discovery Education Assessment (DEA) GRADEBOOK assessment reports Formative assessments reports Pre/Post test data
Reading Goal #1A: Administrator, teachers and literacy coach will work with all curriculum students to identify specific reading deficiency areas to plan, implement and evaluate a model that includes guided reading instruction, modeling, reading comprehension and fluency to increase student achievement on the 2013 FCAT Reading assessment.	2012 Current Level of Performance:* 20% (12)	2013 Expected Level of Performance:* 25%					
			1a.2. Teachers not collecting necessary data	1a.2. DEA assessment will be used to monitor all student progress in	1a.2. Administration, teachers & literacy coach	1a.2. Review class summary reports and individual student reports to	1a.2. Print out of Class Summary Report & Individual Student

					mastering Common Core/Next Generation Sunshine State Standards.		ensure teachers are assessing students according to the created schedules.	reports.
			1a.3. Teachers not collecting necessary data	1a.3. Teachers and literacy coach will review class summary reports and individual student reports and focus on weak areas which are coded in red to improve student performance.	1a.3. Administration, teachers & literacy coach		1a.3. Review class summary reports and individual student reports and create lesson plans reflecting on student weak areas.	1a.3. Print out of Class Summary Report & Individual Student reports in color for teachers. Lesson plans reflecting the segregation of DEA data to drive instruction.
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: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
			1B.2.	1B.2.	1B.2.		1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.		1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2a.1. Because of high turnover rate, it is hard to monitor student progress for an entire year.	2a.1. Students will be provided with above grade level materials and resources. More effective use of critical thinking skills in all content areas	2a.1. Administration, teachers & literacy coach	2a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring	2a.1. DEA test Formative assessments FCAT data
Reading Goal #2A: In grades 4-10, 10% of the students will receive Level 4 and above in reading on the 2013 FCAT Reading test.	2012 Current Level of Performance:* 6% (4)	2013 Expected Level of Performance:* 10%					

						using various assessments; adjusting of instructional strategies as needed. DEA Reports	
			2a.2. Teachers not meeting with students	2a.2. Teacher/student conferences will be conducted to determine academic growth	2a.2. Administration / teachers	2a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	2a.2. DEA test Formative assessments FCAT data
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3a.1.	3a.1 Student achievement results will be reviewed for DEA assessments and formative assessments. These assessments will be used to inform teachers of student progress and adjustments that may need to be made to insure student progress. Teachers will also utilize DEA probes and tutorials resources to target daily instructional needs and instructional effectiveness.	3a.1. Administration, teachers & literacy coach	3a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.1. DEA tests and probes Formative assessments FCAT data
Reading Goal #3A: The percentage of all curriculum students that will achieve FCAT Learning Gains on the 2013 FCAT Reading test will be at least 75%	2012 Current Level of Performance:* 35% (21)	2013 Expected Level of Performance:* 35% (21)					
			3a.2. Not enough computers for students	3a.2. Teachers will use technology tools purchased by the school and district to motivate students and enrich instruction. These programs include but are not limited to: Brian Pop, Discovery Streaming, FCAT Explorer and PENDA	3a.2 . Administration, teachers	3a.2.	3a.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: Out of 21 students in the lowest 25% 14% (3) made learning gains in reading.	2012 Current Level of Performance:* 14% (3)	2013 Expected Level of Performance:* *20%*	4a.1. Because of high turnover rate, it is hard to monitor student progress for an entire year.	4a.1. Use grade level materials and instructional level resources to improve more effective use of critical thinking skills in all content areas.	4a.1. Administration, teachers & literacy coach	4a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.1. DEA test Formative assessments FCAT data
			4a.2.	4a.2. Identify previous and current deficiency for all curriculum students. Incorporating school wide comprehensive formative assessments. Instructors will progress deficient areas. Teachers will incorporate Discovery Education to enhance lessons.	4a.2. Administration, teachers & literacy coach	4a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.2. DEA test Formative assessments FCAT data

		4a.3	4a.3 Teachers will be required to use DATA-STAR or PAWS when reporting FCAT data to administration.	4a.3. Administration, teachers & literacy coach	4a.3. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.3. DEA test Formative assessments FCAT data

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. White: Black: Hispanic: Asian: American Indian: Student inability to read and understand instructions	5B.1. Teachers will instruct students on test taking skills, power words and process of elimination.	5B.1. Administration, teachers, literacy coach	5B.1. Teacher Observation GRADES Weekly reports Review available data of informal and formal assessment.	5B.1. DEA tests Weekly reports Formative assessments FCAT data	
Reading Goal #5B: *Students will make proficiency in reading skills with specific focus on strategies for lower performing students needing remediation.*	**2012 Current Level of Performance:*** White: 39% (18) Black: Hispanic: Asian: American Indian:	**2013 Expected Level of Performance:*** White: 40% Black: Hispanic: Asian: American Indian:					
		5B.2. Students lack of background knowledge and vocabulary knowledge	5B.2. Teachers will differentiate instruction based on student lexile level and interest.	5B.2. Administration, teachers, literacy coach	5B.2. Teacher Observation GRADES Weekly reports Review available data of informal and formal assessment.	5B.2. DEA tests Weekly reports Formative assessments FCAT data	
		5B.3. Students lack of background knowledge and vocabulary knowledge	5B.3. Provide individual support in reading thorough researched based curriculum and instruction. Teachers will conference with students and set academic goals.	5B.3. Administration, teachers, literacy coach	5B.3. Teacher Observation GRADES Weekly reports	5B.3. DEA tests Weekly reports Formative assessments	

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Review available data of informal and formal assessment	FCAT data
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Allotted class time (too short)	5D.1. According to the IEP, students will receive accommodations on grade level reading through learning strategies and ESE support.	5D.1. Teacher, ESE teacher, literacy coach, staffing specialist	5D.1. Teacher Observation GRADES Weekly reports Review available data of informal and formal assessment.	5D.1. DEA tests Weekly reports Formative assessments FCAT data
Reading Goal #5D: Students will gain proficiency in reading skills with special focus on strategies for lower performing students needing remediation	2012 Current Level of Performance:* 29% (4)	2013 Expected Level of Performance:* 30%					
			5D.2. Support at home	5D.2. Students will receive supplemental academic small group instruction at their instructional level. Students not responding to interventions will be reviewed by the IEP team.	5D.2. Teacher, ESE teacher, literacy coach, staffing specialist	5D.2. Teacher Observation GRADES Weekly reports Review available data of	5D.2. DEA tests Weekly reports Formative assessments FCAT data

					informal and formal assessment.	
		5D.3 Lack of attendance	5D.3. Students making a F in reading or does not meet their IEP goals will have an interim IEP meeting to address individual instructional needs.	5D.3. Teacher, ESE teacher, literacy coach, staffing specialist	5D.3. Teacher Observation GRADES Weekly reports Review available data of informal and formal assessment.	5D.3. DEA tests Weekly reports Formative assessments FCAT data

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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. Student inability to read and understand instructions	5E.1. Teachers will instruct students on test taking skills, power words and process of elimination.	5E.1. Administration, teachers, literacy coach	5E.1. Teacher Observation GRADES Weekly reports Review available data of informal and formal assessment.	5E.1. DEA tests Weekly reports Formative assessments FCAT data
Reading Goal #5E: Students will gain proficiency in reading skills with special focus on strategies for lower performing students needing remediation	2012 Current Level of Performance:* 26% (12)	2013 Expected Level of Performance:* 35%					
			5E.2. Students lack of background knowledge and vocabulary knowledge	5E.2 Teachers will differentiate instruction based on student lexile level and interest.	5E.2. Administration, teachers, literacy coach	5E.2. Teacher Observation GRADES Weekly reports Review available data of informal and formal assessment	5E.2. DEA tests Weekly reports Formative assessments FCAT data
			5E.3 Students lack of background knowledge and vocabulary knowledge	5E.3 Provide individual support in reading thorough researched based curriculum and instruction. Teachers will conference with students and set academic goals.	5E.3 Administration, teachers, literacy coach	5E.3 Teacher Observation GRADES Weekly reports Review available data of informal and formal assessment	5E.3 DEA tests Weekly reports Formative assessments FCAT data

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study: Teachers Encyclopedia of Behavior Management	4-12	Jo Grice / Christy Corbin	School wide	November - January	Teachers will research 5 discipline problems and present all five to faculty. Teachers will then utilize one behavior technique learned with a student and report back the results.	Jo Grice / Christy Corbin
Lesson Study	4-12	Christy Corbin	School wide	September – June	Teachers will collaborate on researched based strategies, develop a lesson, conduct reading lesson, re-teach and debrief	Christy Corbin / Literacy coach
DEA: How to interpret data	4-10	Christy Corbin / Literacy coach	School wide	September – June	Quarterly data chats with teachers monitoring teaching strategies.	Christy Corbin / Literacy coach
Common Core Planning	4-12	Christy Corbin	School wide	September-June	Teachers will collaborate on research based strategies and lesson planning.	ChirstyCorbin/Literacy Coach

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Release time for lesson study observations.	Data from assessments	General budget	
Building of data assessment folders to analyze student instructional needs	Yellow folders, color ink to print reports	General budget	$ 250.00
			Subtotal:$250.00
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book study	Teacher's Encyclopedia of Behavior Management	General budget	$ 720.00
Complete a response log			
			Subtotal: $720.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $970.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: *N/A*	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: *N/A*	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: *N/A*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Student interest, motivation and application to real world problems	1a.1. Use of interactive technology to enhance student learning and engagement (data projectors, document cameras, mimio units and Smart boards). Use strategies that require hands-on real life learning. Writing to explain a mathematical process.	1a.1. Administration / teachers	1a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Mathematics Goal #1A: Students will gain proficiency in mathematical skills with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 105					
			1a.2.	1a.2. Expand professional development to include data research through lesson study. Professional development and instructional focus on the 8 essential math practices	1a.2. Administration / teachers	1a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
				Implement on-going curriculum reviews in each lesson. Providing multi-step complex questions for students to answer	Administration / teachers	Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
				1a.4. Implement extensive use of graphs, charts and tables in the math classroom and build from to teach math concepts. Use of DEA probes to strengthen student's critical thinking skills	1a.4. Administration / teachers	1a.4. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.4 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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

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. Resources available that support and enrich students beyond grade level content.	2a.1. Use above grade level materials and resources. Use resources that develop connections between vocabulary definitions, and applications to real life.	2a.1. Administration / teachers/ classroom assistants	2a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	2a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Mathematics Goal #2A: Students will gain proficiency in mathematical skills with special focus on enrichment and differentiate instruction to meet individual student needs.	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 10%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

		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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: Students will gain proficiency in mathematical skills with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	2012 Current Level of Performance:* — 43% (3) 2013 Expected Level of Performance:* — 45%	3a.1. Student learning gaps, limited and multiple tier learning of previous knowledge.	3a.1. Provide modeling and guided instruction when teaching math concepts. Revisit math skills multiple times for mastery. Utilize software programs (PENDA) and on-line resources daily for basic math skills practice. Incorporate math journals and hands-on problem solving projects into the curriculum.	3a.1. Administration / teachers/ classroom assistants	3a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
		3a.2. Teacher resistance to change	3a.2. Incorporate school wide comprehensive formative assessments. Instructors will chart progress in deficit areas. Teachers will incorporate technology through PENDA and Discover Education to enhance lessons.	3a.2. Administration / teachers/ classroom assistants	3a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

		3a.3. Time involved to collect and analyze data	3a.3. Instructors will analyze data to determine deficit areas from previous year data and prepare Individual Professional Development Plan to correct the deficiency. Data folders will be developed to track student progress and inform further instructions.	3a.3. Administration / teachers/ classroom assistants	3a..3. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.3. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
		3a.4. Teacher resistance to incorporating the use of technology to analyze data	3a.4. Teachers will be required to use DATA-Star or PAWS when reporting FCAT data to administration.	3a.4 Administration / teachers/ classroom assistants	3a.4 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.4 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: Students will gain proficiency in mathematical skills with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 10%	4a.1. Student learning gaps, limited and multiple tier learning of previous knowledge.	4a.1. Provide modeling and guided instruction when teaching math concepts. Revisit math skills multiple times for mastery. Utilize software programs (PENDA) and on-line resources daily for basic math skills practice. Incorporate math journals and hands-on problem solving projects into the curriculum.	4a.1. Administration / teachers/ classroom assistants	4a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			4a.2. Teacher resistance to change	4a.2. Incorporate school wide comprehensive formative assessments. Instructors will chart progress in deficit areas. Teachers will incorporate technology through PENDA and Discover Education to enhance lessons.	4a.2. Administration / teachers/ classroom assistants	4a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments;	4a.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

					adjusting of instructional strategies as needed. DEA Reports	
		4a.3. Time involved to collect and analyze data	4a.3. Instructors will analyze data to determine deficit areas from previous year data and prepare Individual Professional Development Plan to correct the deficiency. Data folders will be developed to track student progress and inform further instructions.	4a.3. Administration / teachers/ classroom assistants	4a.3. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.3. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
		4a.4. Teacher resistance to incorporating the use of technology to analyze data	4a.4. Teachers will be required to use DATA-Star or PAWS when reporting FCAT data to administration.	4a.4 Administration / teachers/ classroom assistants	4a.4 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.4 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian: Students lack of previous background knowledge	5B.1. Students will revisit content-related vocabulary multiple times to ensure mastery. Use small group one-on-one instruction for struggling students. Teachers will instruct students on test taking skills, power words and the process of elimination.	5B.1. Administration / teachers/ classroom assistants	5B.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	5B.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests	
Mathematics Goal #5B: *Students will gain proficiency in mathematical skills with special focus on strategies from lower performing students needing remediation.*	2012 Current Level of Performance:* / 2013 Expected Level of Performance:* White: 40% (2) / White: 42% Black: / Black: Hispanic: / Hispanic: Asian: / Asian: American Indian: / American Indian:						
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Students lack of previous background knowledge Disability that impedes instruction	5D.1. Students will revisit content-related vocabulary multiple times to ensure mastery. Use small group one-on-one instruction for struggling students. Teachers will instruct students on test taking skills, power words and the process of elimination.	5D.1. Administration / teachers/ classroom assistants	5D.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	5D.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Mathematics Goal #5D: Students will gain proficiency in mathematical skills with special focus on strategies from lower performing students needing remediation.	2012 Current Level of Performance:* 67% (2)	2013 Expected Level of Performance:* 69%					
			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. Mathematics Goal #5E: Students will gain proficiency in mathematical skills with special focus on strategies from lower performing students needing remediation.	2012 Current Level of Performance:* 33% (2)	2013 Expected Level of Performance:* 35%	5E.1. Students lack of previous background knowledge	5E.1. Students will revisit content-related vocabulary multiple times to ensure mastery. Use small group one-on-one instruction for struggling students. Teachers will instruct students on test taking skills, power words and the process of elimination.	5E.1. Administration / teachers/ classroom assistants	5E.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	5E.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Student interest, motivation and application to real world problems	1a.1. Use of interactive technology to enhance student learning and engagement (data projectors, document cameras, mimio units and Smart boards). Use strategies that require hands-on real life learning. Students will write to explain a mathematical process.	1a.1. Administration / teachers	1a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Mathematics Goal #1A: Students will gain proficiency in mathematical skills with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	2012 Current Level of Performance:* 12% (6)	2013 Expected Level of Performance:* *15%*					
			1a.2.	1a.2. Expand professional development to include data research through lesson study. Professional development and instructional focus on 8 essential math practices.	1a.2. Administration / teachers	1a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

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			1a.3.	1a.3. Implement on-going curriculum reviews in each lesson. Multi-step complex thinking questions	1a.3. Administration / teachers	1a.3. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.3. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
				1a.4. Implement extensive use of graphs, charts and tables in the math classroom and build from to teach math concepts. DEA probes used to increase critical thinking skills.	1a.4. Administration / teachers	1a.4. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.4 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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

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. Resources available that support and enrich students beyond grade level content.	2a.1. Use above grade level materials and resources. Use resources that develop connections between vocabulary definitions, and applications to real life.	2a.1. Administration / teachers/ classroom assistants	2a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	2a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Mathematics Goal #2A: Students will gain proficiency in mathematical skills with special focus on enrichment and differentiate instruction to meet individual student needs.	2012 Current Level of Performance:* 29% (1)	2013 Expected Level of Performance:* *30%*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

			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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: Students will gain proficiency in mathematical skills with special focus on strategies from lower performing students needing remediation.	2012 Current Level of Performance:* 30%	2013 Expected Level of Performance:* 35%	3a.1. Student learning gaps, limited and multiple tier learning of previous knowledge.	3a.1. Provide modeling and guided instruction when teaching math concepts. Revisit math skills multiple times for mastery. Utilize software programs (PENDA) and on-line resources daily for basic math skills practice. Incorporate math journals and hands-on problem solving projects into the curriculum.	3a.1. Administration / teachers/ classroom assistants	3a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			3a.2. Teacher resistance to change	3a.2. Incorporate school wide comprehensive formative assessments. Instructors will chart progress in deficit areas. Teachers will incorporate technology through PENDA and Discover Education to enhance lessons.	3a.2. Administration / teachers/ classroom assistants	3a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

		3a.3. Time involved to collect and analyze data	3a.3. Instructors will analyze data to determine deficit areas from previous year data and prepare Individual Professional Development Plan to correct the deficiency. Data folders will be developed to track student progress and inform further instructions.	3a.3. Administration / teachers/ classroom assistants	3a..3. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.3. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
		3a.4. Teacher resistance to incorporating the use of technology to analyze data	3a.4. Teachers will be required to use DATA-Star or PAWS when reporting FCAT data to administration.	3a.4 Administration / teachers/ classroom assistants	3a.4 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3a.4 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					

N/A	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: Students will gain proficiency in mathematical skills with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	2012 Current Level of Performance:* 19% (3)	2013 Expected Level of Performance:* 25%	4a.1. Student learning gaps, limited and multiple tier learning of previous knowledge.	4a.1. Provide modeling and guided instruction when teaching math concepts. Revisit math skills multiple times for mastery. Utilize software programs (PENDA) and on-line resources daily for basic math skills practice. Incorporate math journals and hands-on problem solving projects into the curriculum.	4a.1. Administration / teachers/ classroom assistants	4a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			4a.2. Teacher resistance to change	4a.2. Incorporate school wide comprehensive formative assessments. Instructors will chart progress in deficit areas. Teachers will incorporate technology through PENDA and Discover Education to enhance lessons.	4a.2. Administration / teachers/ classroom assistants	4a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress.	4a.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

				Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	
		4a.3. Time involved to collect and analyze data	4a.3. Instructors will analyze data to determine deficit areas from previous year data and prepare Individual Professional Development Plan to correct the deficiency. Data folders will be developed to track student progress and inform further instructions.	4a.3. Administration / teachers/ classroom assistants	4a.3. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.3. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
		4a.4. Teacher resistance to incorporating the use of technology to analyze data	4a.4. Teachers will be required to use DATA-Star or PAWS when reporting FCAT data to administration.	4a.4 Administration / teachers/ classroom assistants	4a.4 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	4a.4 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian: Students lack of previous background knowledge	5B.1. Students will revisit content-related vocabulary multiple times to ensure mastery. Use small group one-on-one instruction for struggling students. Teachers will instruct students on test taking skills, power words and the process of elimination.	5B.1. Administration / teachers/ classroom assistants	5B.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	5B.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests	
Mathematics Goal #5B: Students will gain proficiency in mathematical skills with special focus on strategies from lower performing students needing remediation.	2012 Current Level of Performance:* *31%(9)* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *35%* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Students lack of previous background knowledge Disability that impedes instruction	5D.1. Students will revisit content-related vocabulary multiple times to ensure mastery. Use small group one-on-one instruction for struggling students. Teachers will instruct students on test taking skills, power words and the process of elimination.	5D.1. Administration / teachers/ classroom assistants	5D.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	5D.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Mathematics Goal #5D: Students will gain proficiency in mathematical skills with special focus on strategies from lower performing students needing remediation.	2012 Current Level of Performance:* 33% (2)	2013 Expected Level of Performance:* 35%					
			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. Mathematics Goal #5E: Students will gain proficiency in mathematical skills with special focus on strategies from lower performing students needing remediation.			5E.1. Students lack of previous background knowledge	5E.1. Students will revisit content-related vocabulary multiple times to ensure mastery. Use small group one-on-one instruction for struggling students. Teachers will instruct students on test taking skills, power words and the process of elimination.	5E.1. Administration / teachers/ classroom assistants	5E.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	5E.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
	2012 Current Level of Performance:* 24%(5)	2013 Expected Level of Performance:* 30%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1. <u>Algebra 1 Goal #1:</u> Students will gain proficiency in all three areas of the content area with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	<u>2012 Current Level of Performance:*</u> 6% (1)	<u>2013 Expected Level of Performance:*</u> 20%	1.1. Student interest, motivation and application to real world problem solving	1.1. Use of interactive technology to enhance student learning and engagement (data projectors, document camera, mimio untis.) Use strategies that require hands-on real life learning.	1.1. Administration / Teachers	1.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			1.2.	1.2. Implement ongoing curriculum reviews in each lesson	1.2. Administration / Teachers	1.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

		1.3.	1.3. Implement extensive use of graphs, charts, and tables in class and build from to teach concepts.	1.3. Administration / Teachers	1.3. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1.3. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.		2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: *Enter narrative for the goal in this box.* **N/A**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1 Student interest, motivation and application to real world problem solving	3B.1. Use of interactive technology to enhance student learning and engagement (data projectors, document camera, mimio untis.) Use strategies that require hands-on real life learning.	3B.1 Administration / Teachers	3B.1 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3B.1 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests	
Algebra 1 Goal #3B: Students will gain proficiency in all three areas of the content area with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	2012 Current Level of Performance:* White: 7% (1) Black: Hispanic: Asian: American Indian: / 2013 Expected Level of Performance:* White: 20% Black: Hispanic: Asian: American Indian:						
		3B.2.	3B.2 Implement ongoing curriculum reviews in each lesson	3B.2 Administration / Teachers	3B.2 Teacher observation Weekly reports to parents GRADEBOOK	3B.2 DEA tests Weekly reports Formative assessments	

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				Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	FCAT data Pre/post tests
		3B.3.	3B.3 Implement extensive use of graphs, charts, and tables in class and build from to teach concepts.	3B.3 Administration / Teachers	3B.3 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3B.3 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<u>Algebra 1 Goal #3C:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D1. Student interest, motivation and application to real world problem solving Disability impedes instruction	3D.1 Use of interactive technology to enhance student learning and engagement (data projectors, document camera, mimio units.) Use strategies that require hands-on real life learning.	3D.1 Administration / Teachers	3D.1 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3D.1 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
<u>Algebra 1 Goal #3D:</u> Students will gain proficiency in all three areas of the content area with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	<u>2012 Current Level of Performance:*</u> 05	<u>2013 Expected Level of Performance:*</u> 20%					
			3D.2.	3D.2 Implement ongoing curriculum reviews in each lesson	3D.2 Administration / Teachers	3D.2 Teacher observation Weekly reports to parents GRADEBOOK	3D.2 DEA tests Weekly reports

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					Formative assessments
				Specifically identified test items related to students deficit area. Teachers will document and record student progress.	FCAT data
					Pre/post tests
				Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed.	
				DEA Reports	
		3D.3.	3D.3	3D.3	3D.3	3D.3
			Implement extensive use of graphs, charts, and tables in class and build from to teach concepts.	Administration / Teachers	Teacher observation	
					Weekly reports to parents	DEA tests
					GRADEBOOK	Weekly reports
					Specifically identified test items related to students deficit area. Teachers will document and record student progress.	Formative assessments
						FCAT data
					Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed.	Pre/post tests
					DEA Reports	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1 Student interest, motivation and application to real world problem solving	3E.1 Use of interactive technology to enhance student learning and engagement (data projectors, document camera, mimio untis.) Use strategies that require hands-on real life learning.	3E.1 Administration / Teachers	3E.1 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3E.1 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Algebra 1 Goal #3E: Students will gain proficiency in all three areas of the content area with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	2012 Current Level of Performance:* 8% (1)	2013 Expected Level of Performance:* 20%					
			3E.2.	3E.2 Implement ongoing curriculum reviews in each lesson	3E.2 Administration / Teachers	3E.2 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	3E.2 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			3E.3	3E.3 Implement extensive use of graphs, charts, and tables in class and build from to teach concepts.	3E.3 Administration / Teachers	3E.3 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items	3E.3 DEA tests Weekly reports Formative assessments

| | | | | related to students deficit area. Teachers will document and record student progress.

Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed.

DEA Reports | FCAT data

Pre/post tests |
|---|---|---|---|---|---|

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: Students will gain proficiency in all three areas of the content area with special focus on guided instruction, modeling and attention to learning gaps in order to improve motivation and application to real world problem solving.	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 20%	1.1 Student interest, motivation and application to real world problem solving	1.1 Use of interactive technology to enhance student learning and engagement (data projectors, document camera, mimio untis.) Use strategies that require hands-on real life learning.	1.1 Administration / Teachers	1.1 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1.1 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			1.2. Teacher resistance to change	1.2 Identify previous and current deficiency by grade level. Incorporate school wide comprehensive formative assessments. Teachers shall chart	1.2 Administration / Teachers	1.2 Teacher observation Weekly reports to parents GRADEBOOK	1.2

			progress in deficient areas. Teachers will incorporate technology thorough PENDA and Discovery Education to enhance lessons.		Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports
		1.3.	1.3 Implement extensive use of graphs, charts, and tables in class and build from to teach concepts.	1.3 Administration / Teachers	1.3 Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1.3 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	4-10	Christy Corbin	School Wide	September – May	Teachers will conduct math lessons, reteach and debrief	Christy Corbin
Cognitively Guided Instruction	4-10	Christy Corbin	School Wide	September – May	Teachers will collaborate on research based concepts and develop lesson plans.	Christy Corbin
Accessible Mathematics	4-10	Christy Corbin	School Wide	September – May	Teachers will collaborate on research based concepts and develop lesson plans.	Christy Corbin
Formative Assessments	4-10	Christy Corbin	School Wide	September – May	Teachers will collaborate on research based concepts and develop lesson plans.	Christy Corbin

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Building data folders	Folders, paper, color ink	General budget	$100.00
Release time for lesson study observation	Data from assessments	General budget	
			Subtotal: $100.00
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: $100.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

<table>
<tr>
<th colspan="2">Elementary and Middle Science Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="2">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:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="2">1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1A:

All students shall demonstrate proficiency at grade level according to FCAT 2.0</td>
<td>1A.1.

Teacher resistance to change</td>
<td>1A.1.

Identify previous and current deficiency by grade level. Incorporate school wide comprehensive formative assessments. Teachers shall chart progress in deficient areas. Teachers will incorporate technology thorough PENDA and Discovery Education to enhance lessons.

Specifically identified test items related to students deficit area.</td>
<td>1A.1.

Administration / Teachers</td>
<td>1A.1.

Teacher observation

Weekly reports to parents

GRADEBOOK
Teachers will document and record student progress.

Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed.

DEA Reports</td>
<td>1A.1.

DEA tests

Weekly reports

Formative assessments

FCAT data

Pre/post tests</td>
</tr>
<tr>
<td colspan="2">

Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	11% (2)	*20%*

</td>
<td>1A.2.</td>
<td>1A.2.

All teachers will provide interactive learning activities based on measureable goals and assessments.

Specifically identified test items related to students deficit area.</td>
<td>1A.2

Administration / Teachers</td>
<td>1A.2.

Teacher observation

Weekly reports to parents

GRADEBOOK

Teachers will document and record student progress.

Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed.

DEA Reports</td>
<td>1A.2.

DEA tests

Weekly reports

Formative assessments

FCAT data

Pre/post tests</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1A.3.</td>
<td>1A.3.

Teachers will create and assess higher order thinking skills, such as problem solving tasks that require students to generate and test hypothesis.</td>
<td>1A.3.

Administration / Teachers</td>
<td>1A.3.

Teacher observation

Weekly reports to parents

GRADEBOOK</td>
<td>1A.3.

DEA tests

Weekly reports

Formative assessments</td>
</tr>
</table>

					Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	FCAT data Pre/post tests
		1A.4	1A.4 As teachers transition to Common Core Standards, emphasis will be placed upon citing textual support using support to make logical inferences.	1A.4 Administration / Teachers	1A.4 Teacher observation Weekly reports to parents GRADEBOOK Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1A.4 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
		1A.5	1A.5 All teachers will establish and maintain classroom rules and procedures to include bell-to bell teaching, bringing materials to class, respecting property, dealing with tardies & absences.	1A.5 Administration / Teachers	1A.5 Teacher observation Weekly reports to parents GRADEBOOK Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1A.5 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
		1A.6	1A.6 Teachers will continue to incorporate critical thinking and problem solving skills extracting information from a problem	1A.6 Administration / Teachers	1A.6 Teacher observation Weekly reports to parents	1A.6 DEA tests Weekly reports

			developing and manipulating formulas and manipulating variables in an experiment and recording events.		GRADEBOOK Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	Formative assessments FCAT data Pre/post tests
		1A.7	1A.7 Teachers will engage students in generating and testing hypothesis through problem solving tasks, decision making tasks, investigation task, experimental inquiry tasks, system analysis tasks, and invention tasks.	1A.7 Administration / Teachers	1A.7 Teacher observation Weekly reports to parents GRADEBOOK Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1A.7 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
		1A.8	1A.8 Teachers will incorporate cooperative learning groups to discuss and analyze scientific concepts.	1A.8 Administration / Teachers	1A.8 Teacher observation Weekly reports to parents GRADEBOOK Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1A.8 DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.							
Science Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

August 2012
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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

<table>
<tr><td colspan="2" align="center">Biology 1 EOC Goals</td><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td colspan="2">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:</td><td align="center">Anticipated Barrier</td><td align="center">Strategy</td><td align="center">Person or Position Responsible for Monitoring</td><td align="center">Process Used to Determine Effectiveness of Strategy</td><td align="center">Evaluation Tool</td></tr>
<tr>
<td colspan="2">1. Students scoring at Achievement Level 3 in Biology 1.

<u>Biology 1 Goal #1:</u>

All students shall demonstrate proficiency at grade level according to FCAT 2.0</td>
<td>1.1

Teacher resistance to change</td>
<td>1.1

Identify previous and current deficiency by grade level. Incorporate school wide comprehensive formative assessments. Teachers shall chart progress in deficient areas. Teachers will incorporate technology thorough PENDA and Discovery Education to enhance lessons.</td>
<td>1.1

Administration / Teachers</td>
<td>1.1

Teacher observation

Weekly reports to parents

GRADEBOOK

Teachers will document and record student progress.

Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed.

DEA Reports</td>
<td>1.1

DEA tests

Weekly reports

Formative assessments

FCAT data

Pre/post tests</td>
</tr>
<tr>
<td></td>
<td>2012 Current Level of Performance:*

0%</td>
<td>2013 Expected Level of Performance:*

20%</td>
</tr>
</table>

Continuation row (spanning columns):

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.2.	1a.2. All teachers will provide interactive learning activities based on measureable goals and assessments.	1a.2 Administration / Teachers	1a.2. Teacher observation Weekly reports to parents GRADEBOOK Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			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 Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Penda is an assessment tool for science and math which focuses on the common core standards	4-12	Brian Hines	All science and math teachers	September - June	Student progress in PENDA system	Nicole Rickmon

Science Budget (Insert rows as needed)

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

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

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: 80% of all tested students on FCAT Writing 2013 will score a level 4.	2012 Current Level of Performance:* 53% (14)	2013 Expected Level of Performance:* 53%	1a.1. Teacher resistance to change	1a.1. Incorporate school wide comprehensive formative assessments through monthly writing prompts and DEA assessments. Teachers will chart progress. Writing in response to reading	1a.1. Administrator / Teachers	1a.1. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress.	1a.1. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests

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						Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	
			1a.2.	1a.2. Teachers will create writing folders to chart progress. Feedback	1a.2. Administrator / Teachers	1a.2. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.2. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
			1a.3.	1a.3. To assists students in communicating ideas clearly teachers will increase the emphasis on writing conventions. Students edit and revise writing assignments	1a.3. Administrator / Teachers	1a.3. Teacher observation Weekly reports to parents GRADEBOOK Specifically identified test items related to students deficit area. Teachers will document and record student progress. Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed. DEA Reports	1a.3. DEA tests Weekly reports Formative assessments FCAT data Pre/post tests
				1a.4 Teachers will incorporate writing in all content area instruction including notebooks, journals and	1a.4 Administrator / Teachers	1a.4 Teacher observation	1a.4 DEA tests Weekly reports

					Weekly reports to parents	Formative assessments
			extended response.		GRADEBOOK	FCAT data
					Specifically identified test items related to students deficit area. Teachers will document and record student progress.	Pre/post tests
					Frequent progress monitoring using various assessments; adjusting of instructional strategies as needed.	
					DEA Reports	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

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

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
Create writing folders for all students	Folders, paper	General budget	$100.00
Daily oral language with all students	DOL books	General budget	$ 50.00
			Subtotal: $150.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Implementing 6 Traits of Writing using Mimio	Mimio	General Budget	$ 600.00
			Subtotal: $600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementing 6 Traits of Writing	Books	General Budget	$150.00
			Subtotal: $ 150.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $900.00

End of Writing Goals

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: The attendance goal for the 2012-2013 school year will be to decrease by 2 students the number of excessive absences and tardies.	2012 Current Attendance Rate:* 87% (92) 2012 Current Number of Students with Excessive Absences (10 or more) 82% (75) 2012 Current Number of Students with Excessive Tardies (10 or more) 38%	2013 Expected Attendance Rate:* 89% 2013 Expected Number of Students with Excessive Absences (10 or more) 80% 2013 Expected Number of Students with Excessive Tardies (10 or more) *36%*	1.1. Lack of parental influence to back up good attendance. Restricted consequences for students over the age of 16.	1.1. District attendance letter. Monitor daily attendance for identified students with attendance issues. Conference with students and parents. Contact truancy officer to make home visits to truant students. Refer severe attendance issues to court system. Suspend drivers license of students age 16-18 if absences are unexcused within a 90 day period. Purchase CONNECT ED to make daily phone calls to homes of students who are absent.	1.1. Administrator/ teachers	1.1. Monitoring daily attendance	1.1. PAWS AS400.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Envelopes and stamps		General budget	$300.00
			Subtotal: $300.0
			Total: $300.00

End of Attendance Goals

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

<u>**Suspension Goal(s)**</u>

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Total school commitment to policies and procedures.	1.1. Behavior plans, conferences, phone call	1.1. Administration / Teachers	1.1. Weekly assessment of students academic and behavior records.	1.1. Discipline referrals Year end discipline count Parent conference records.
<u>Suspension Goal #1:</u> The suspension goal for the 2012-2013 school year will be to decrease the number of students with suspensions by 2.	2012 Total Number of In –School Suspensions 6	2013 Expected Number of In- School Suspensions 5					
	2012 Total Number of Students Suspended In-School 6	2013 Expected Number of Students Suspended In -School 4					
	2012 Total Number of Out-of- School Suspensions 124	2013 Expected Number of Out-of-School Suspensions 100					
	2012 Total Number of Students Suspended Out- of- School 58	2013 Expected Number of Students Suspended Out- of-School 56					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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

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

Dropout Prevention Goal(s)

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

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

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> The drop-out prevention goal for the 2012-2013 school year will be to decrease the number of students dropping out by 2%	<u>2012 Current Dropout Rate:*</u> Not yet been determined. <u>2012 Current Graduation Rate:*</u> 60%	<u>2013 Expected Dropout Rate:*</u> *Decrease by 2%* <u>2013 Expected Graduation Rate:*</u> 70%	1.1. Students have ingrained habits of non-attendance, which result in being behind in school work.	1.1. Attendance letters Parent conference Phone calls Credit recovery courses	1.1. Administration	1.1. Attendance rate	1.1. Attendance rate
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

<table>
<tr>
<th colspan="3">Parent Involvement Goal(s)</th>
<th colspan="5">Problem-solving Process to Parent Involvement</th>
</tr>
<tr>
<td colspan="3">Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3">**1. Parent Involvement**

Parent Involvement Goal #1:

At least 10% of parents will attend scheduled meetings such as IEP, Attendance, PMP/PMS meetings</td>
<td>1.1.
Lack of transportation

Bad experiences with school as a youth

Lack of communication</td>
<td>1.1.
Hold conferences during 1st and 4th nine weeks to discuss students testing results</td>
<td>1.1.
Teachers</td>
<td>1.1.
Communication notes

phone calls

emails between teachers and parents</td>
<td>1.1.
Communication notes,

phone calls

emails between teachers and parents</td>
</tr>
<tr>
<td></td>
<td>2012 Current Level of Parent Involvement:*</td>
<td>2013 Expected Level of Parent Involvement:*</td>
<td>1.2.</td>
<td>1.2.</td>
<td>1.2.</td>
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<tr>
<td></td>
<td>*4%*</td>
<td>*10%*</td>
<td>1.3.</td>
<td>1.3.</td>
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<td>1.3.</td>
<td>1.3.</td>
</tr>
</table>

Parent Involvement Professional Development

<table>
<tr>
<th colspan="7">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.</th>
</tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
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</table>

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: All 9th and majority of 10th graders will participate in either horticulture or culinary.	1.1. Students do not see a relationship between what they are learning now and what they will need to know when they leave school	1.1. Students will participate in hands-on activities such as: preparing food, safety practices, gardening and composting.	1.1. Teachers	1.1. Grades Exams	1.1. Test Exams
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $970.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total: $1995.00
Writing Budget	
	Total: $900.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total: $300.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $4165.00

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☐Yes   ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount