

# Florida Department of Education



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

Proposed for 2012-2013

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

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Country Isles Elementary School	District Name: Broward
Principal: Mindy Morgan	Superintendent: Robert Runcie
SAC Chair: Joanne Loy	Date of School Board Approval: December 4, 2012

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Mindy Morgan	BS, Elementary Education MS, Ed. Leadership, ESOL Endorsed	8	8	2011-2012 School Grade: A=543 points High Standards Performance: Reading-71% Math-67% Writing-83% Science-66% Learning Gains: Reading-71% Math-69% Lowest 25% Gains: Reading-69% Math-47% AYP: No

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Assistant Principal	Vanessa Cox	BS Elementary Ed, MS Ed. Leadership, ESOL, Reading Endorsed	1	1	None
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

### 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)
Reading	Barbara McDermott	BA Elem. Ed. MS Reading, Reading Endorsed	13	1	0

### 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. Administrative Orientation: introduction to vision, mission, philosophy, goals of the school	Mindy Morgan Vanessa Cox	On-going
2. Curriculum Orientation: introduction to BEEP, IFCs, on-site instructional resources.	Barbara McDermott	On-going
Grade Level Orientation: introduction to grade specific , student data, curriculum, instructional practices, goals, 3. projects, etc.	Team Leaders/ Grade Chair	On-going
4.		

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

### *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
None	None

### *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
61	1.6% (1)	1.6%(1)	72.2%(44)	24.6%(15)	34.4%(21)	100% (61)	11.5%(7)	14.8%(9)	95%(58)

### *Teacher Mentoring Program/Plan*

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Brenda Geimer	Annabel Cardenas	New to our school	Modeling of grade level activities and or common planning as needed to acclimate to third grade curriculum and to new school
Mercy Lopez	Tiffany Gritter- Nobile	New to our school	Modeling of grade level activities and or common planning as needed to acclimate to third grade curriculum and to new school
Amy Kobelin	Jessica Berkowitz	New to our school	Modeling of grade level activities and or common planning as needed to acclimate to third grade curriculum and to new school

**August 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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

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

### 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 ESE funding for cluster. These funds provide additional staff such as the autism coach and paraprofessionals to ensure the academic success of autistic students as they integrate into the general education program.
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) Additional funding to enhance student achievement for low performers.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other



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

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

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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mindy Morgan, Principal; Vanessa Cox, Assistant Principal, Amy Carrabba, Guidance Counselor; Barbara McDermott, Reading Coach; Elizabeth Yanik, ESE Specialist; Anna Osorio-Slebi, School Psychologist; Maryann Zemon, School Social Worker; Jodi Lue, SLP; Christine Orlando, Autism Coach; Various Classroom Teacher representatives. Parents attend as well, for cases specifically relating to their individual child.

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

The full team conducts weekly one-hour meetings coordinated by an administrator and case managers for individual students. The team has representation from all stakeholder groups, so decisions are representative of all sources of data.

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 RtI team studies individual and subgroups of students whose data identifies them as having deficiencies that prohibit their ability to meet the SIP goals. Data is analyzed and interventions established to reinforce areas of concern. Each case is monitored by a team member serving as the case manager. Additionally, individualized RtI strategies are implemented for a designated time frame for identified deficiencies. Case managers work collaboratively with the general education teachers to target deficits and measure progress through Tiers 2 through 3.

#### 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.

Data sources include Virtual Counselor, Progress Monitoring Plans, Data Warehouse, Site-based assessments and portfolios, Site-based databases, and DMS. Data are used to make decisions about modifications needed to core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the team for consideration of how best to proceed. For Tiers 2 and 3 the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Teachers in PK - 5 are trained annually as an orientation to the RtI process. In September of each year, all teachers are trained in the specifics of the RtI process, the Tiers and data collection methods. The RtI team will meet with individual teams to review current programs that are available for their students (primary vs. intermediate). Monthly updates are disseminated by the team leaders/grade chairs. All training is facilitated by the School Psychologist and RtI team.

Describe the plan to support MTSS.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Mindy Morgan, Principal; Vanessa Cox, Assistant Principal; Barbara McDermott, Reading Coach; Amy Carrabba, Guidance Counselor; Joe Altimar, 5th; Lisa Perez, 4th; Susan Cohen, 3rd; Tracy Adams, 2nd; Amy Brinkerhoff, 1st; Diane Walker, K; Elizabeth Yanik ESE; Joanne Loy, Specials; parent representative from SAC.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The full team meets monthly to review SIP implementation and relative student data. Sub-groups in the form of core academic Professional Learning Communities meet monthly to ensure rigorous, relevant, non-repetitive instruction. These subgroups will examine vertically instructional focus calendars and curriculum scaffolding.

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

The goals of the LLT will be to: implementation of the Common Core State Standards in grades K-2 and support grades 3-5 to continue NGSS and integrate the CCSS; monitor the implementation of curriculum frameworks in grades K-2; plan PLC meeting based on Daily 5 components; monitor the intervention programs delivered through push in model; document success rate of supplemental programs, such as Literacy Circles, Reading Renaissance, and web-based programs; generate home and community support for extracurricular reading challenges and events; and monitor implementation of the math series.

**August 2012**

**Rule 6A-1.099811**

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

### *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.*

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

***\*Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

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

***\*High Schools Only***

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

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

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

***Postsecondary Transition***

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

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

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

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1A.1. Retention of scaffolded curriculum	1A.1 District reading series in whole and small groups, web-based instructional programs, AR, centers, literature circles, School wide vocabulary program, Friday FCAT camp, CCSS infused throughout curriculum, balance the use of informational text and literary text	1A.1. Administration, Reading Coach, Team Leaders	1A.1. CWT, Mini- Assessments, Data reviews	1A.1. Mini-Assessments FCAT BAT District reading series-selection/unit tests, FAIR, Iobservations		

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

Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students achieving proficiency in reading on FCAT 2013 will increase to 27% (119).							
	24% (107)	27% (119)					
		1A.2.Lack of fluency and comprehension skills	1A.2. Students will receive differentiated instruction and teachers will utilize alternative programs outlined in the Struggling Readers Chart	1A.2. Administration, Reading Coach, Team Leaders	1A.2. CWT, Mini-Assessments, Data reviews	1A.2. Mini-Assessments FCAT BAT District reading series-selection/unit tests, FAIR, Iobservations	
		1A.3. Lack of exposure to high order questioning	1A.3. Utilize higher order questioning techniques such as Blooms Taxonomy. Teacher will act as facilitator to student led small groups incorporating cooperative learning	1A.3. Administration, Reading Coach, Team Leaders	1A.3. CWT, Mini-Assessments, Data reviews	1A.3. Mini-Assessments FCAT BAT District reading series-selection/unit tests, FAIR, Iobservations	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1. Unique learning needs and impairments of specific students.	1B.1. 5D.1. Collaboration between ESE staff, gen ed teachers, parents. Accommodations specifically outlined in IEPs. Research-based tools: series intervention materials, Wilson, Reading Milestones, SMILE, Reading Mastery, STAR, web-based tools	1B.1.Administration, Team Leader, ESE Specialist	1B.1. CWT, Mini-Assessments Data reviews	1B.1. Mini-Assessments		

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

<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students achieving above proficiency in reading on FCAT 2013 will increase to 40% (2).							
	20% (1)	40% (2)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1. Maintaining rigorous engagement of high achieving and gifted students.	2A.1. District reading series in whole and small groups, web-based instructional programs, research projects, book clubs, reading challenge incentives, advanced vocabulary/ spelling programs, CCSS infused throughout curriculum, balance the use of informational text and literary text, skill based grouping	2A.1. Prinipal Reading Coach	2A.1. CWT, Mini-Assessments, Data reviews of mini-assessments and BAT to select appropriate reinforcement tools	2A.1. Mini-Assessments, FCAT, BAT District, Reading series- selection/unit tests, FAIR		
<u>Reading Goal #2A:</u> Students achieving proficiency in reading on FCAT 2013 will increase to 50% (222).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	47% (209)	50% (222)					



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

		2A.2. Students lack skills to solve real-life multi-step problems using intracurricular problem based learning.	2A.2. Students relate scientific thinking and critical analysis with problem based learning that authentically engages students. Learning is inquiry based and relevant to students in their normal day to day life. Lessons are intracurricular, using reading, math, science and technology to solve real life problems.	2A.2. Administration, Support Team, Team Leaders	2A.2. Weekly Team Meetings, Data Chats, Classroom Walkthroughs	2A.2. IObservation, BAT District, Weekly Assessments	
		2A.3. Student lack of stamina in reading longer passages.	2A.3. Center Based activities that incorporate longer, factual reading passages while working in cooperative groups daily/weekly	2A.3. Reading Coach, Team Leaders	2A.3. Student Journaling, Weekly Team Meetings, Student/Teacher conferences	2A.3. Monthly student AR goals and STAR/AR Reports	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	1B.1. Unique learning needs and impairments of specific students.	5D.1. Collaboration between ESE staff, gen ed teachers, parents. Accommodations specifically outlined in IEPs. Research-based tools: series intervention materials, Wilson, Reading Milestones, SMILE, Reading Mastery, STAR, web-based tools	2B.1. Prinipal Reading Coach	2C.1. CWT - program implementation Mini-Assessments IEP Progress Reports	2D.1. Mini- Assessments FCAT/FAA BAT		

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

<p><u>Reading Goal #2B:</u></p> <p>Students achieving above proficiency in reading on FAA in 2013 will increase to 40% (2).</p>							
	20% (1)	40% (2)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	3A.1. Simultaneously maintaining and increasing student engagement and performance.	3A.1. District reading series in whole and small group, web-based instructional programs, Friday FCAT camps, increasingly complex research projects, programs/literacy centers specific to the needs of individual students' strand weaknesses	3A.1. Principal Reading Coach	3A.1. CWT Mini-Assessments Data reviews of mini assessments to select appropriate reinforcement tools.	3A.1. Mini-Assessments FCAT District reading series-selection/unit tests		
<b>Reading Goal #3A:</b>  Students making learning gains in reading on FCAT 2013 will increase to 74.5% (213).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	71.5% (205)	74.5% (213)					

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

		3A.2. Delivering meaningful instruction to meet the needs of various learning styles and abilities	3A.2. Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	3A.2. Teacher/Administrator Quarterly Data Chats	3A.2. Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	3A.2. Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs	
		3A.3. Students possess a limited exposure to a variety of genres	3A.3. Expand student knowledge base through various experiences such as trade books, internet websites, and informational text.	3A.3. Administration Reading Coach	3A.3. Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best practices	3A.3. IObservations STAR/AR Assessments FCAT Explorer	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1. Simultaneously maintaining and increasing student engagement and performance.	3B.1. District reading series in whole and small group, web-based instructional programs, Friday FCAT camps, increasingly complex research projects, programs/literacy centers specific to the needs of individual students' strand weaknesses	3B.1. Principal Reading Coach	3B.1. CWT Mini-Assessments Data reviews of mini assessments to select appropriate reinforcement tools.	3B.1. Mini-Assessments FCAT District reading series-selection/unit tests		
<b>Reading Goal #3B:</b> Students making learning gains in reading on FAA in 2013 will increase to 66% (2)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	33% (1)	66% (2)					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1. Increased rigor of curriculum.	4A.1. Implement research based instructional strategies/programs. Friday FCAT camps, PART (parent volunteer), AR Challenge, school wide vocabulary program, Education City/FCAT Explorer, Six- Minute Solution, Phonics based program, Daily 5, Push In Support	4A.1. Principal, Reading Coach, Team Leaders	4A.1. CWT Mini- Assessments Data Chats	4A.1. Mini- Assessments FCAT District reading series-selection/unit tests BAT		
<b>Reading Goal #4:</b> Students in the lowest 25% making learning gains in reading on FCAT 2013 will increase to 72% (52).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69% (52)	72% (54)					



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

		4A.2. Lack of decoding skills and phonemic awareness	4A.2. Students will receive differentiated instruction and teachers will utilize alternative programs outlined in the Struggling Readers Chart. Support groups will push-in with small group interventions	4A.2. Administration, Reading Teacher	4A.2. Reading Professional Learning Communities Minutes Teacher/Administrator Quarterly Data Chats	4A.2. Rigby Mini Assessments Benchmark Assessments FCAT Explorer	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

**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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 69%	71%	75%	78%	80%	83%	85%
<b>Reading Goal #5A:</b> Students will reduce their achievement gap in reading by the year 2017 to 85%							
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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. Retention of scaffolded curriculum White: Black: Hispanic: Asian: American Indian:	5B.1. District reading series, supplemental web- based programs, enrichment motivational/challenge programs, Parent University, Push In Support	5B.1. Principal, Reading Coach	5B.1. CWT Mini- assessments	5B.1. Mini- assessments FCAT, District reading series-selection/unit tests, FAIR		
<b>Reading Goal #5B:</b> Students in the following ethnic subgroups not making satisfactory progress on FCAT 2013 will increase percentages as follows:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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

	White:24% (50) Black:55% (16) Hispanic:31% (54) Asian:20% (4) American Indian: (0)	White: 27% (55) Black: 58% (17) Hispanic: 34% (57) Asian: 23% (5) American Indian:					
		5B.2. Students lack exposure to authentic, rigorous learning tasks.	5B.2. Teachers will perform a comprehensive analysis of the NGSS/CCSS and FCAT 2.0 Test Item Specifications in order to build into instruction appropriate activities to prepare students.	5B.2. Administration Support Team Reading Coach Grade Level Reading Teache	5B.2. Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices	5B.2. PLC Benchmark Assessments FCAT Explorer	
		2A.3. Student lack of stamina in reading longer passages.	2A.3. Center Based activities that incorporate longer, factual reading passages while working in cooperative groups daily/weekly	2A.3. Reading Coach, Team Leaders	2A.3. Student Journaling, Weekly Team Meetings, Student/Teacher conferences	2A.3. Monthly student AR goals and STAR/AR Reports	

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

**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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1. Retention of scaffolded curriculum	5C.1. District reading series, supplemental web-based programs, enrichment motivational/challenge programs, Parent University, Rosetta Stone	5C.1. . Principal, Reading Coach, Guidance Counselor	5C.1. CWT Mini- assessments, Data Reviews	5C.1. Mini- assessments FCAT, District reading series-selection/unit tests,FAIR		
<b>Reading Goal #5C:</b>  Students in the ELL subgroup not making satisfactory progress on FCAT 2013 will increase to 63% (13).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60% (12)	63% (13)					
		2A.3. Student lack of stamina in reading longer passages.	2A.3. Center Based activities that incorporate longer, factual reading passages while working in cooperative groups daily/weekly	2A.3. Reading Coach, Team Leaders	2A.3. Student Journaling, Weekly Team Meetings, Student/Teacher conferences	2A.3. Monthly student AR goals and STAR/AR Reports	
		3A.2. Delivering meaningful instruction to meet the needs of various learning styles and abilities	3A.2. Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	3A.2. Teacher/Administrator Quarterly Data Chats	3A.2. Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	3A.2. Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs	

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

**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		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. Unique learning needs and impairments of specific students.	5D.1. Collaboration between ESE staff, general teachers, parents. Accommodations specifically outlined in IEPs. Research-based tools: series intervention materials, Wilson, Reading Milestones, SMILE, Reading Mastery, STAR, web-based tools	5D.1. Principal, ESE staff, Reading Coach	5D.1. CWT - program implementation Mini-Assessments IEP Progress Reports	5D.1. Mini- Assessments FCAT/FAA BAT		
<u>Reading Goal #5D:</u>  SWD in reading not making satisfactory progress on FCAT 2013 will increase to 68% (55).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	65% (53)	68% (55)					

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

		3A.2. Delivering meaningful instruction to meet the needs of various learning styles and abilities	3A.2. Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	3A.2. Teacher/Administrator Quarterly Data Chats	3A.2. Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	3A.2. Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	



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

**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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. Limited student exposure to traditional social experiences that limits comprehension of printed text.	5E.1. Series intervention materials, web-based instructional resources, Schoolwide Vocabulary Program, Great Leaps, 6 Minute Solution, field trips, real-world in-house experiences, PART (parent volunteer)	5E.1. Principal, Reading Coach	5E.1. CWT Mini-Assessments, Data Reviews	5E.1. Mini- Assessments FCAT District reading series-selection/unit tests BAT		
<u>Reading Goal #5E:</u>  ED students in reading not making satisfactory progress on FCAT 2013 will increase to 48% (43).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	45% (40)	48% (43)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

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

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
RtI training	K-5	RtI team	All Staff	September 27	CWT , Student Assessment portfolio	RtI team
Reading PLC- Daily 5	PreK-5	PLC Leaders	All Staff	Monthly	CWT	Principal
Common Core / 21st Century Skills	K-5	Support Staff	All Staff	Quarterly	Planning Days	Principal, Team leaders

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

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

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Novels, web-based subscriptions	Student consumable books and materials.	Accountability	\$605.75
<b>Subtotal: \$605.75</b>			
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
<b>Subtotal:</b>			
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
<b>Subtotal:</b>			
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Materials for modified FCAT Camp	Staff salaries, materials	Accountability	\$605.75
<b>Subtotal: \$605.75</b>			
<b>Total: \$1,211.50</b>			

*End of Reading Goals*

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

**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1. Simultaneously maintaining and increasing student engagement and performance.	1.1. District reading series in whole and small group, web-based instructional programs, Friday FCAT camps, Rosetta Stone, research projects, programs/literacy centers specific to the needs of individual students' strand weaknesses	1.1. Principal Reading Coach CELLA designee	1.1. CWT Mini-Assessments Data reviews of mini assessments to select appropriate reinforcement tools.	1.1. Mini-Assessments FCAT District reading series-selection/unit tests, IPT-I	
<b>CELLA Goal #1:</b> Students scoring proficient in listening/speaking will increase to 60% (58)	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	56% (54)					
		3A.2. Delivering meaningful instruction to meet the needs of various learning styles and abilities	3A.2. Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	3A.2. Teacher/Administrator Quarterly Data Chats	3A.2. Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	3A.2. Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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	
<b>2. Students scoring proficient in reading.</b>	2.1. Simultaneously maintaining and increasing student engagement and performance.	2.1. District reading series in whole and small group, web-based instructional programs, Friday FCAT, camps, Rosetta Stone research projects, programs/literacy centers specific to the needs of individual students' strand weaknesses	2.1. Principal Reading Coach CELLA designee	2.1. CWT Mini-Assessments Data reviews of mini assessments to select appropriate reinforcement tools.	2.1. Mini-Assessments FCAT District reading series-selection/unit tests	
<b>CELLA Goal #2:</b> Students scoring proficient in reading will increase to 45% (44)	<b>2012 Current Percent of Students Proficient in Reading:</b>					
	41% (40)					
		2.2. Student difficulty with transition to English speaking classrooms	2.2. Students will receive ESOL interventions such as picture clues, Tumblebooks, Books on tape	2.2. Administration, ESOL Coordinator, Classroom Teacher	2.2. Teacher/Administrator Quarterly Data Chats Classroom Walkthroughs	2.2. Weekly comprehension assessments, STAR
		3A.2. Delivering meaningful instruction to meet the needs of various learning styles and abilities	3A.2. Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	3A.2. Teacher/Administrator Quarterly Data Chats	3A.2. Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	3A.2. Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs

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

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	
<b>3. Students scoring proficient in writing.</b>	2.1. Limited writing curriculum for students	2.1. School-wide writing prompts, student-scored prompts, student-published books, student authors preparing/presenting finished works, long distance penpals, instruction on the 6 Traits of Writing, Writer's workshop (grade 4), literature journals that incorporate the connection of reading and writing	2.1. Principal, Team Leaders	2.1. CWT Mini-Assessments Data Chats	2.1. Mini-Assessments FCAT District writing prompts	
<b>CELLA Goal #3:</b> Students scoring proficient in writing will increase to 37% (36)	<b>2012 Current Percent of Students Proficient in Writing :</b>					
	34% (33)					
		3A.2. Delivering meaningful instruction to meet the needs of various learning styles and abilities	3A.2. Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	3A.2. Teacher/Administrator Quarterly Data Chats	3A.2. Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	3A.2. Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs
		2.3.	2.3.	2.3.	2.3.	2.3.

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



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

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*

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

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1. Retention of scaffolded curriculum	1A.1. District math series, hands-on manipulatives, web-based instructional programs, centers, essential questions	1A.1. Administration, Team leaders	1A.1. CWT Mini-Assessments Data reviews of mini-assessments	1A.1. Mini-Assessments FCAT BAT District math series-chapter and unit tests		
<u>Mathematics Goal #1A:</u> Students achieving proficiency in mathematics on FCAT 2013 will increase to 31% (137).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	28% (124)	31% (137)					

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

		1A.2. Students lack appropriate math vocabulary in order to effectively use problem solving and reasoning skills.	1A.2. Students will be exposed and become proficient in a print rich environment which includes math vocabulary and key words from Test specification material.	1A.2. Administration, Team Leaders	1A.2. Quarterly Teacher/Administrator Data Chats Monthly Grade level Classroom Walkthrough with Feedback	1A.2. 1. Mini-Assessments FCAT BAT District math series- chapter and unit tests	
		1A.3. Students lack mastery of foundation level skills.	1A.3. NGSSS implementation will allow learners to gain mastery of concepts. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep, and FCAT Explorer	1A.3. Administration, Team Leaders	1A.3. Quarterly Teacher/Administrator data chats	1A.3. . Mini-Assessments FCAT BAT District math series- chapter and unit tests	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1. Retention of scaffolded curriculum	1B.1. District math series, hands-on manipulatives, web- based instructional programs, centers, essential questions	1B.1. Principal , ESE Specialist	1B.1. CWT Mini-Assessments Data reviews of mini-assessments	1B.1. Mini-Assessments Math series- chapter and unit tests		
<b>Mathematics Goal #1B:</b> Students achieving above proficiency in mathematics on FAA in 2013 will increase to 40% (2).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	20% (1)	40% (2)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1. Maintain rigorous engagement of high achieving and gifted students	2A.1. District math series, web-based instructional programs, Math SuperStars, Academic Games	2A.1. Principal, Math committee, team leaders	2A.1. CWT Mini- Assessments Data reviews of mini assessments and student work quality	2A.1 Mini- Assessments FCAT District math series- chapter and unit tests BAT.		
<u>Mathematics Goal #2A:</u> Students achieving above proficiency in mathematics on FCAT 2013 will increase to 42% (186).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	39% (176)	42% (186)					
		2A.2. Students struggle to make real world connections with learned math concepts	2A.2. Project Based Learning will provide real world link to math concepts	2A.2. Administration, Team Leaders	2A.2. . CWT Mini- Assessments Data reviews of mini assessments and student work quality	2A.2. Mini- Assessments FCAT District math series- chapter and unit tests BAT	
		2A.3. Students will need to bridge the gap in learning when changing over to Common Core Standards to make learning more rigorous.	2A.3. Students will use the Math Wiki and real life problems solving skills to solve everyday problems with math.	2A.3. Administration, Team Leaders	2A.3. CWT Mini- Assessments Data reviews of mini assessments and student work quality	2A.3. Mini- Assessments FCAT District math series- chapter and unit tests BAT	

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

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

<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b></p>	<p>2B.1. Unique learning needs and impairments of specific students.</p>	<p>2B.1. District math series, web-based instructional programs</p>	<p>2B.1. Principal, Math committee, team leaders</p>	<p>2B.1. CWT Mini- Assessments Data reviews of mini assessments and student work quality, IEP</p>	<p>2B.1. Mini- Assessments Math series- chapter and unit tests BAT</p>		
<p><u>Mathematics Goal #2B:</u> Students achieving above proficiency in mathematics on FAA in 2013 will increase to 40% (2).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>20% (1)</p>	<p>40% (2)</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1. Simultaneously maintaining and increasing student engagement and performance.	3A.1. District math series, research projects, programs specific to the needs of individual students' strand weaknesses.	3A.1. Principal, Team Leaders	3A.1. CWT Mini- Assessments Data review of mini-assessments to select appropriate reinforcement tools.	3A.1. Mini- Assessments FCAT District math series- chapter and unit tests BAT		
<u>Mathematics Goal #3A:</u> Students making learning gains in mathematics on FCAT 2013 will increase to 72% (206).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69% (199)	72% (206)					
		2A.3. Students will need to bridge the gap in learning when changing over to Common Core Standards to make learning more rigorous.	2A.3. Students will use the Math Wiki and real life problems solving skills to solve everyday problems with math.	2A.3. Administration, Team Leaders	2A.3. CWT Mini- Assessments Data reviews of mini assessments and student work quality	2A.3. Mini- Assessments FCAT District math series- chapter and unit tests BAT	



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

		1A.3. Students lack mastery of foundation level skills.	1A.3. NGSSS implementation will allow learners to gain mastery of concepts. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep, and FCAT Explorer	1A.3. Administration, Team Leaders	1A.3. Quarterly Teacher/Administrator data chats	1A.3. . Mini-Assessments FCAT BAT District math series- chapter and unit tests	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1. Simultaneously maintaining and increasing student engagement and performance based on unique learning needs and impairments of specific student	3B.1. District math series, web-based instructional programs, Friday FCAT camps, programs specific to the needs of individual students' strand weaknesses.	3B.1. Principal, Team Leaders	3B.1. CWT Mini- Assessments Data review of mini-assessments to select appropriate reinforcement tools	3B.1. Mini- Assessments District math series- chapter and unit tests		
<b>Mathematics Goal #3B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Students making learning gains in mathematics on FAA in 2013 will increase to 100% (3).							
	70% (2)	100% (3)					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1. Increased rigor in curriculum.	4A.1. Supplemental math instruction using an additional program, Friday FCAT camps, Soar to Success, math centers, Go Math strategic and intensive materials, skill based groups	4A.1. Principal Team leaders	4A.1. CWT Mini- Assessments Data disaggregation of each strand per student	4A.1. Mini- Assessments, FCAT District math series-chapter and unit tests, BAT		
<b>Mathematics Goal #4:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students in the lowest 25% making learning gains in mathematics on FCAT 2013 will increase to 49% (35).							
	46% (33)	49% (35)					
		4A.2. Struggling students show specific deficiencies.	4A.2. RtI Interventions will be implemented to meet individual student needs. Students will increase their knowledge of mathematics strands by integrating computer programs such as: Riverdeep, FCAT Explorer and FCAT FOCUS and online Go Math interventions such as Mega Math and Soar to Success	4A.2. Administration, Support Team	4A.2. Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback	4A.2. Mini- Assessments, FCAT District math series-chapter and unit tests, BAT	

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

		4A.3. Students lack mastery of foundation level skills.	4A.3. NGSSS implementation will allow learners to gain mastery of concepts. Students will also complete a minimum of one math application word problem as part of the daily opener activity	4A.3. Administration, Team Leaders	4A.3. Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback	4A.3. Mini- Assessments, FCAT District math series- chapter and unit tests, BAT	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 69%	67%	74%	77%	79%	82%	85%
<u>Mathematics Goal</u> <u>#5A:</u> Students will reduce their achievement gap in math by 50%the year 2011 to 85%							
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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. Retention of scaffolded information White: Black: Hispanic: Asian: American Indian:	5B.1. District math series, supplemental web- based programs, enrichment motivational/challenge programs, Parent University	5B.1. Principal, Team leaders, Math committee	5B.1. CWT Mini-assessments	5B.1. Mini- assessments FCAT District math series- chapter and unit tests BAT		

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

<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Students in the following ethnic subgroups in reading on FCAT 2013 will increase as follows:						
	White: 31% (65) Black: 69% (20) Hispanic:30% (53) Asian: 20% (4) American (0)Indian:	White: 34% (70) Black: 72% (21) Hispanic: 33% (57) Asian: 23% (5) American Indian:				
		2A.3. Students will need to bridge the gap in learning when changing over to Common Core Standards to make learning more rigorous.	2A.3. Students will use the Math Wiki and real life problems solving skills to solve everyday problems with math.	2A.3. Administration, Team Leaders	2A.3. CWT Mini- Assessments Data reviews of mini assessments and student work quality	2A.3. Mini-Assessments FCAT District math series- chapter and unit tests BAT
		1A.3. Students lack mastery of foundation level skills.	1A.3. NGSSS implementation will allow learners to gain mastery of concepts. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep, and FCAT Explorer	1A.3. Administration, Team Leaders	1A.3. Quarterly Teacher/Administrator data chats	1A.3. . Mini-Assessments FCAT BAT District math series- chapter and unit tests

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



**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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. Retention of scaffolded information	5C.1. District math series, supplemental web- based programs, Parent University, ESOL Strategies	5C.1. Principal, Team leaders, Math committee	5C.1. CWT Mini-assessments	5C.1. Mini- assessments FCAT District math series- chapter and unit tests BAT		
<u>Mathematics Goal #5C:</u>  ELL Students making satisfactory progress in mathematics on FCAT 2013 will increase to 58% (12).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	55% (11)	58% (12)					
		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		

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

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. Unique learning needs and impairments of specific students.</p>	<p>5D.1. Collaborations between ESE, gen ed teachers, and parents. Accommodations specifically outlined in IEPs. Research based tools for intervention instruction.</p>	<p>5D.1. Principal, ESE team leader</p>	<p>5D.1. CWT- program implementation Mini-Assessments IEP progress reports</p>	<p>5D.1. Mini- Assessments FAA</p>		
<p><u>Mathematics Goal #5D:</u>  SWD not making satisfactory progress in mathematics on FCAT 2013 will increase to 67% (54).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>64% (52)</p>	<p>67% (54)</p>					
		<p>1A.3. Students lack mastery of foundation level skills.</p>	<p>1A.3. NGSSS implementation will allow learners to gain mastery of concepts. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep, and FCAT Explorer</p>	<p>1A.3. Administration, Team Leaders</p>	<p>1A.3. Quarterly Teacher/Administrator data chats</p>	<p>1A.3. . Mini-Assessments FCAT BAT District math series- chapter and unit tests</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	

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

**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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Limited student exposure to traditional social experiences that limits generalization of math concepts.	5E.1. Math series, intervention materials, web-based instructional resources, school-sponsored math application events (Math Night at Publix, SuperStars, etc.), Parent University	5E.1. Principal, Team leaders	5E.1. CWT Mini-Assessments	5E.1. Mini- Assessments FCAT District math series- chapter and unit tests BAT		
<b>Mathematics Goal #5E:</b>  ED students Not making satisfactory progress in mathematics on FCAT 2013 will increase to 55% (49).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	52% (46)	55% (49)					
		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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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Middle School Mathematics Goals**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

**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	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

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



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

**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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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		

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

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

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

**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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Middle School Mathematics Goals*

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

**Florida Alternate Assessment High School Mathematics Goals**

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

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

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

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

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

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



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

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

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

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Algebra 1 Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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

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	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Algebra 1 Goal #3A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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

**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		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
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		

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

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

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



**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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Algebra 1 EOC Goals*

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

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

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

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Geometry Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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

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

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

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

**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		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<b>Geometry Goal #3C:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
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		

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

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



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

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional</b>							
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August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

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

<b>Learning Community (PLC) or PD Activities</b> 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
Hands-on Equation training	3-5	Elizabeth Cohen, Brooke Weber	3-5 classroom teachers	October 28	CWT Evaluation form	Principal, 3-5 team leaders
Incorporating Math Centers to Enhance Understanding	K-5	Katie McCarthy	K-5 classroom teachers	January 18	CWT Evaluation form	Principal, K-2 team leaders
Math PLC	PreK-5	PLC Leaders	AllStaff	Monthly	CWT	Principal

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

**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
Manipulatives, consumable resources, web-based subscriptions	Consumables, student texts, materials	Accountability	\$605.75
<b>Subtotal: \$605.75</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
FCAT Camp	Staff salaries, materials	Accountability	\$605.75
<b>Subtotal: \$605.75</b>			
<b>Total: \$1,211.50</b>			

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1. Retention of scaffolded curriculum	1A.1. District science series, hands-on science manipulatives and experiments, research projects, content-based field trips (internal and external) Labs-R-Us (science experiments) FCAT Explorer, Science Journals	1A.1. Administration, Team Leaders	1A.1. CWT Mini-Assessments Data Chats will review and analyze student assessment data to determine effectiveness.	1A.1. Mini-Assessments, FCAT,BAT ,District series chapter tests		

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

<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students achieving proficiency in science on FCAT 2013 will increase to 52% (78).							
	49% (73)	52% (78)					
		1A.2. Students need hands-on experiences to better comprehend science concepts.	1A.2. Use of Broward County hands-on science experiences to reinforce concepts.	1A.2. Administration	1A.2. Quarterly Grade Level Data Chats, Grade Level Classroom Walk-Throughs with Feedback	1A.2. . Mini-Assessments, FCAT, BAT ,District series chapter tests	
		1A.3. Students lack of knowledge with the Scientific Method.	1A.3. Students will be instructed on the scientific method. A class science project will be completed as well as a student generated project	1A.3. Administration, Science Professional Learning Community	1A.3. Quarterly Grade Level Data Chats, Grade Level Classroom Walk-Throughs with Feedback	1A.3. Mini-Assessments, FCAT, BAT, District series chapter tests	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1. Maintaining rigorous engagement of high achieving and gifted students.	2A.1. District science series, extensive research projects, science club activities, FCAT Explorer, Labs-R-Us (science experiments)	2A.1. Administration, Team leaders	2A.1. CWT Mini-Assessments Data Chats review and analyze student assessment data to determine effectiveness.	2A.1. Mini-Assessments FCAT BAT District series chapter tests		
<b>Science Goal #2A:</b> Students achieving above proficiency in science on FCAT 2013 will increase to 20% (30).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	17% (26)	20% (30)					
		2A.2. Lack of time to prepare additional hand-on science experiments.	2A.2. Science experiments will be set up in a Science Lab for each grade level twice a quarterly Lead Science Teachers.	2A.2. Administration, Team Leaders, Science Lead Teachers	2A.2. Professional Learning Community Meeting Minutes Grade Level Classroom Walk-Throughs	2A.2. Science Committee Meetings, Classroom Walkthroughs with feedback	



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

		2A.3. Students lack skills to solve real-life multistep problems using intracurricular problem based learning.	2A.3. Students relate scientific thinking and critical analysis with problem based learning that authentically engages students. Learning is inquiry based and relevant to students in their normal day to day life. Lessons are intracurricular, using reading, math, science and technology to solve real life problems.	2A.3. Administration, Team Leaders	2A.3. Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting	2A.3. Mini-Assessments FCAT BAT District series chapter tests	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		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*

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

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Science Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

*End of Florida Alternate Assessment High School Science Goals*

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

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

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievem</b>						

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

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

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

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

*End of Biology 1 EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Science PLC	PreK-5	PLC Leaders	All Staff	Monthly	CWT	Principal

**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
Implement research based instructional strategies.	Students consumables, texts, materials	Accountability	\$1,211.50
<b>Subtotal: \$1,211.50</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$1,211.50</b>			
<b>Total: \$1,211.50</b>			

*End of Science Goals*

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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	1A.1. Limited writing curriculum for students	1A.1. School-wide writing prompts, student-scored prompts, student-published books, student authors preparing/presenting finished works, long distance pen pals, instruction on the 6 Traits of Writing, Writer's workshop (grade 4), Writing Fundamental Lessons, Writing Institute Materials	1A.1. Principal, Team Leaders	1A.1. Writing Prompts, Data Chats	1A.1. FCAT District writing prompts		



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

<b>Writing Goal #1A:</b> Students scoring Level 3.0 and higher in writing on FCAT 2013 will increase to 87.5% (130).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	84.5% (125)	87.5% (130)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>IB. Florida Alternate Assessment:</b> <b>Students scoring at 4 or higher in writing.</b>	IB.1. Limited writing curriculum for students	IB.1. School-wide writing prompts	IB.1. Principal, ESE Specialist	IB.1. CWT Mini-Assessments Data Chats	IB.1. Mini-Assessments FCAT District writing prompts		
<b>Writing Goal #1B:</b> Students scoring at Level 4 or higher in writing on FAA will increase to 66% (4).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	33% (3)	66% (4)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
WritingPLC	PreK-5	PLCLeaders	AllStaff	Monthly	CWT	Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implement research based instructional strategies.	Students consumables, texts, materials	Accountability	\$1,211.50
<b>Subtotal: \$1,211.50</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$1,211.50</b>			
<b>Total: \$1,211.50</b>			

*End of Writing Goals*

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

**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]).

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Civics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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

**Civics Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

**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]).

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>U.S. History Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	



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

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

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

**U.S. History Professional Development**

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

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

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

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

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Student engagement levels.	1.1 To improve quality programs and instructional practices to retain students..	1.1. Principal DPC	1.1. CWT Attendance reports	1.1. Attendance reports		
<b>Attendance Goal #1:</b> Student attendance rate will increase to 96% (883) while decreasing excessive absences and tardiness.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	95% (874)	96% (883)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	2% (22)	2% (20)					

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

	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	14% (130)	13% (119)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		
<b>1. Suspension</b>	1.1. Inconsistencies regarding when and how teachers make referrals to the guidance counselor, social worker, or family counseling services.	1.1. Internal/ external school counseling services.	1.1. Principal Guidance Counselor Classroom Teachers	1.1. CWT Parent Survey Teacher Feedback	1.1. CWT Parent Survey Teacher Feedback		
Suspension Goal #1: Student suspension data should not increase during 2013 school year.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	3	3					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	2	2					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					

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



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

	0	0					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	0	0					
		1.2.Unexpected/unintentional student actions that warrant significant consequences that impact student achievement based on absences.	1.2. Alternative to External Suspension (AES): Alternative to Suspension is an option made available to students instead of external suspensions.	1.2. Assistant Principal	1.2. Parent Feedback Student attendance at AES	1.2. Parent Feedback Student attendance at AES	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Guidance Workshops	Pre-K-5	District	District Guidance Counselor	Monthly Dates-TBA	Activities assigned by district	Principal District Coordinator
Crisis Intervention Monitoring	Pre-K-5	Support Services Staff	Schoolwide	Semi-annually	Counselor Referrals Surveys	Principal District Coordinator

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u>  N/A	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	N/A	N/A					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

<b>Professional</b>						
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August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

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

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

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

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

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b>	1.1. Parent schedules	1.1. Parent meetings and student events scheduled at various times of the day and various time of the school year.	1.1. Principal Classroom Teachers	1.1. Agenda Reading Log Activity sign-in sheets	1.1. Survey		
<b><u>Parent Involvement Goal #1:</u></b> Parent involvement will increase to 50% (460) attending open house, conferences, and regular attendance to school activities in 2013.	<b><u>2012 Current Level of Parent Involvement:*</u></b>	<b><u>2013 Expected Level of Parent Involvement:*</u></b>					
	45% (414)	50% (460)					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
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**Parent Involvement Professional Development**

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



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

**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.</p>	<p>1.1. Retention of scaffolded curriculum</p>	<p>1.1. Promote student involvement in STEM clubs, events and organizations: SECME, Science Fair, Math &amp; Science Competitions,</p>	<p>1.1. Principal, Classroom Teachers</p>	<p>1.1. CWT Mini-Assessments Data Chats will review and analyze student assessment data to determine effectiveness.</p>	<p>1.1. Science Fair participation, FCAT 2.0</p>
	<p>1.2. Interdisciplinary instruction is needed to provide students with appropriate 21st Century skills.</p>	<p>1.2. Students will be instructed using project based learning that integrates science, technology, and mathematics while engaging in activities that foster critical thinking.</p>	<p>1.2. Administration Science PLC Chair Classroom Teachers</p>	<p>1.2. Classroom Walkthrough Monthly grade level Data Chats using student achievement data to determine the effectiveness of the strategy.</p>	<p>1.2. iObservations District Science and Math Benchmark assessments. FCAT Explorer</p>
	<p>1.3. Students need to make a connection between taught curriculum and real-life applications in order to be college and work force ready.</p>	<p>1.3. Students will be provided with learning opportunities in STEM curriculum through new Science Lab</p>	<p>1.3. Administration Science PLC Chair Science Lab Lead Teachers</p>	<p>1.3. Administration Science PLC Chair Science Lab Special Teacher</p>	<p>1.3. iObservations Project Presentations FCAT Explorer</p>

**STEM Professional Development**

<b>Professional Development</b>						
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August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

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

<b>(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*

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

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>CTE Goal #1:</b> N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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

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

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

*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)).

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Additional Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	



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

**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$1,211.50</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total: \$1,211.50</b>
<b>Science Budget</b>	<b>Total: \$1,211.50</b>
<b>Writing Budget</b>	<b>Total: \$1,211.50</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>

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

**Grand Total: \$4,846.00**

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

**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.)

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

Are you reward school? Yes No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
To assist in the development of the SIP and to monitor the implementation of the School Improvement Plan.

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

Describe the projected use of SAC funds.	Amount
Funds are used to increase student achievement through staff development and materials	\$4846.00