Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Celebration K-8School	District Name: Osceola
Principal: Mrs. René Clayton	Superintendent: Melba Luciano
SAC Chair: John Warner	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

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

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

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

Principal	Mrs. René Clayton	Bachelors in Education, Masters in Education Educational Specialist Degree Elem Ed 1-5 Reading K-12 Ed Leadership/School Principal All Levels	2	10	Pleasant Hill ES, Assist Prin, 2 years,(02-03 B, AYP-no),(03-04 B, AYP-no), (04-05, A, AYP-no). Pleasant Hill ES, Principal, 5 years 05-06, C- AYP – no, 06-07, B, AYP- no, 07-08 B, AYP-no, 08-09 A, AYP-95%, 09-10 C-AYPnp
Assistant Principal	Mrs, Cheryl Cassano	Ed Leadership All Levels Elem Ed	10		
Assistant Principal	Mr. Michael Ballone	Middle Grades High School Social Stud Ed Leadership	1	1	

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)
Literacy	Mrs. Rhonda Schad	Elementary K-6, Reading Endorsement	2	5	

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Mentoring new teachers	Admin/Lead Team	
2. Professional Learning Support	Admin/Lead Team	
3. Positive School Community	Admin/Lead Team/PTA/SAC	
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/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
15 teachers out-of-field in one of following areas: ESOL, Gifted None rated as not highly effective	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 Instructio	% of First-Year Teachers	% of Teachers with 1-5 Years of Experie	% of Teachers with 6-14 Years of Experie	% of Teachers with 15+ Years of Experie	% of Teachers with Advanced Degre	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teache	% ESOL Endorsed Teachers

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

nal St aff		nce	nce	nce	es			rs	
88	2%								

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tamara Medrano	Megan Thomas, Abigail Reed,	Grade level, new to state	PLC, new teacher mentoring
Rhonda Schad	Cristy Palmer, Casey Wells, Hope Strange	Grade level, experienced	PLC, new to school mentoring

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
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs

Housing Programs	
Head Start	
Adult Education	
Career and Technical Education	
Job Training	
Other	

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. Guidance Counselors, Reading Coach, Administration, teachers
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 purpose of the RtI team is to provide high quality instruction/intervention matched to student needs and use the performance and learning rate over time to make important educational decisions to guide instruction. The RtI team functions to address the progress of students identified by faculty and staff who are performing in the lower quartile and/or needing assistance in meeting AYP. The team uses the PROBLEM SOLVING approach to address strategies to provide support for identified students to have their needs met within the regular education setting. Decisions are data based with the academic and emotional needs of the child as the top priority. The RtI team will work collaboratively with the Literacy Leadership Team and PLCs in the implementation of the Continuous Improvement Model and use of progress monitoring. The RtI team will meet 2-3 times per month/or as needed to do the following: ● Oversee the multi-tiered model of service delivery ● Determine scheduling needs, interventions, curriculum ● Review/interpret student data ● Organize and support the systematic data collection ● Monitor interventions and assessments in Tier 2 and Tier 3 Work collaboratively with LLT and PLC

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

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? **RtI team members participate in SAC and School Improvement Planning. The goals in the SIP targeting the lowest performing students and the AYP subgroups are the areas that drive the RtI team focus.**
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. **Formative Assessments and classroom common assessments provide the diagnostic information to identify students' level of master of instructional content. These assessments are district provided; teacher/PLC developed, and/or generated from the Data Director test bank and textbook resources and are based on the core curriculum areas.**
Describe the plan to train staff on MTSS. **Teachers are trained on the RtI process with overview Powerpoint presentation to the entire staff, then individual teachers and PLC/Grade Level groups are given very specific follow up training based on their needs.**
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). **Administration, Reading Coach, Grade Level Representative teachers K-8**

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

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

LLT will meet on a monthly basis to review RtI progress and overall data analysis of formative assessments, best practices in Literacy, plan/provide professional development in literacy for the staff, and to plan school wide literacy "fun" events.

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

Schoolwide challenges/events for promoting literacy, such as the AR Challenge; Professional Development for literacy/reading instruction in the classroom to maximize student engagement and progress in learning gains, connecting technology and instruction/student engagement. The challenge for CK8 school is the lowest quartile of students is performing on and above grade level, so the LLT will be targeting ways to ensure those students are continuing to make learning gains

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.

N/A

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?

N/A

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?

N/A

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?

N/A

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.

N/A

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]).

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

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

1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Resources/ Time/ Learning gains	1A.1. Provide tutoring, intervention at risk RtI Phase 1 and 2. Enrichment for all students. Middle school – Intensive, Advance and Honor classes.	1.1. Administration Faculty Reading Coach	1.1. Monitoring the progress of students receiving the targeted area of service.	1.1. Formative Assessments, common assessments, Classroom observations, FCAT results. FCAT results		
Reading Goal #1A: Percentage of students scoring at level 3 and above will increase by 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	82% (911)	92%					

		1.2. Levels of complexity of FCAT 2.0 and NGSSS	1.2. Continue professional development and integration of the level complexity FCAT 2.0 and NGSSS, Common Core Standards	1.2. Administration. Faculty Reading Coach	1.2. Teacher use and success of the professional development.	1.2. PLC notes and assessments.	
		1.3. Access and training in maximized use of AR, Leveled Library resources, TeenBiz, etc	1.3. Targeted AR training with the Faculty to enhance use of AR. Student recognition.	1.3. Media specialists Faculty Reading Coach	1.3. Periodic checking of class and individual AR reports, progress monitoring . School wide incentives.	1.3. AR, TeenBiz, Kids College reports.	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2.1. The number of teachers endorsed in gifted education and implementing strategies.	2.1. Encourage participation in gifted endorsement courses and sponsor a course at our school.	2.1. Administration Faculty District Gifted Specialist.	2.1. Number of teachers enrolled and implementing the strategies.	2.1. Participation rate in the courses. Increase of level 4 and 5 results and advanced students in lower grades.		

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

Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Percentage of students scoring at level 3 and above will increase by 10% **5% in level 3** **5% in levels 4-5**						
	54%	*59%*				

		2.2. Teacher implementation of differentiated instruction and higher order thinking and levels of complexity.	2.2. Provide a more rigorous curriculum for advanced and all students.	2.2. Administration and Faculty	2.2. Formal and classroom assessments, Classroom performance.	2.2. Formative Assessments, common assessments, FCAT results.	
		2.3 None.	2.3 Continue involvement in the Battle of Books/ Analyze This!	2.3 Media specialist Reading Coach	2.3 Development of middle school and elementary teams.	2.3 Battle of the Books and Analyze This! Competitions.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1. Maintaining high levels and learning gains with the high achieving students	2B.1. Maintain interest levels, individualize to students needs, curriculum compacting/ acceleration, project based learning	2B.1. Administration, Faculty, Reading Coach	2B.1. Student work samples, project based learning, CWTs, PLC meetings,	2B.1. District provided assessments, Accelerated Reader and STAR performance reports, FCAT results, and FAIR results, Common Core Standard's Checklists (K-2	

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

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

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

3A. FCAT 2.0: Percentage of students making learning gains in reading.	3.1.	3.1.	3.1.	3.1.	3.1.		
	Consistently and accurately engaging students in most effective strategies based on student need Access and training in maximized use of AR	Engaging in common planning to anticipate student needs and properly engage in tutorial/ enrichment to ensure all needs are met. Targeted AR training with the Faculty to enhance use of AR. Student recognition.	RtI team Media specialists Faculty Reading Coach	Review effectiveness of plans and differentiated instruction. Charting student progress/data tracking, RtI meetings Periodic checking of class and individual AR reports. School wide incentives.	Student work samples, ongoing progress monitoring results, PLCs, Assessment Results AR reports.		

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

Reading Goal #3A: **Percentage of students making learning gains in Reading and will increase by 10%**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	78%	*88%*					
		3.2. Use of guided reading leveled library	3.2. Purchase and implementation of Fountas and Pinnell guided reading level library for K-6.	3.2. Administration Reading Coach Faculty Media Specialists	3.2. Training attendance Lesson plans Monitoring of student progress.	3.2. Student achievement.	

		3.3. Vertical articulation of reading standards and curriculum resources	3.3. Developing a curriculum and resource timeline. Utilize the Common Core Standards progression Establish common planning.	3.3. Administration Faculty Reading Coach	3.3. Vertical articulation meetings. Implementation of the timeline.	3.3. Timeline Lesson plans Achievement reports.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4.1 Resources/ Time to double dose students with gaps in learning	4.1. Provide tutoring for all at risk & RtI Phase 1 & Phase 2 students with specific student needs being met during the iii tutorial time. Utilize intervention materials such as Voyager, PMRN activities, Triumphs, LLI, Teen Biz, double block intensive Reading	4.1. Administration, teachers, LiteracyCoach, RtI team	4.1. Monitoring the percentage of students receiving at risk services	4.1. Formative Assessments, common assessments, FCAT results.		

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

Reading Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The number of students making learning gains in the lowest 25% will increase by 10% school wide						
	69%	79%				
		4.2. Scheduling and funding.	4.2. Use of the Voyager reading program.	4.2. Admin, teachers, Literacy coach	4.2. Voyager reading scores.	4.2. Formative Assessments, common assessments, FCAT results. FCAT results
		4.3 Levels 3 and 4 making gains that are in the lowest 25%	4.3. Provide enrichment/targeted instruction	4.3. Admin/Teachers	4.3. PLC progress monitoring	4.3. Formative Assessments, common assessments, FCAT results.

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

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data** **2010-2011**						
Reading Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Limitations in background knowledge, academic vocabulary, ELL Increasing AYP targets by 7% each year for all subgroups	5A.1. ESOL tutoring and strategies implemented by the regular classroom teacher.	5A.1. ESOL assistant, Literacy coach and administration.	5A.1. Formal assessments, progress reports and report cards.	5A.1. AYP results.		
Reading Goal #5B: Subgroups, as identified by AYP, will increase scores to meet AYP goals. AYP goal for 2011-2012 for all subgroups is 86%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	White: 85% Black:73% Hispanic74%: Asian: 90% American Indian: 86% Pacific Islander: 100%	White: Black: Hispanic: Asian: American Indian:				
		5A.2. Scheduling and funding.	5A.2. Use of the Voyager reading program.	5A.2. Literacy coach	5A.2. Voyager reading scores.	5A.2. AYP results.
		5A.3. Levels 3 and 4 making gains	5A.3. Provide enrichment/targeted instruction	5A.3.	5A.3.	5A.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5B.1. Scheduling/ language barriersof multi-international languages throughout the school such as Arabic, Russian, Portuguese, Spanish	5B.1. ESOL tutoring/ ESOL Strategies Rosetta Stone program where applicable	5B.1. ESOL assistant, Literacy coach and administration	5B.1. Formal assessments, progress reports and report cards.	5B.1. AYP results.		
Reading Goal #5C: ELL students will increase scores to meet AYP goals.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	49%	59%				
		5B.2. Scheduling/language barriers	5B.2. Use of the Voyager reading program.	5B.2. Literacy coach	5B.2. Voyager reading scores.	5B.2. AYP results.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5C.1. Scheduling/ targeted instruction	5C.1. ESE support facilitation, ESE CoTEach, Consultations. Identifying areas of weakness and working intensively to meet the students needs. Follow IEP and implement best practices such as scaffolding, graphic organizers	5C.1. VE teachers, RCS and administration	5C.1. Formal assessments, progress reports and report cards. RtI Data trackers PLC Progress monitoring	5C.1. Formative Assessment Results FCAT results AYP reports RtI Data trackers PLC Progress monitoring		

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

Reading Goal #5D: Students with Disabilities will increase scores make satisfactory progress in reading. Percent of students scoring 3+ will increase by 10%	2012 Current Level of Performance:* **52% 3+**	2013 Expected Level of Performance:* **62%**				
	—	5C.2. Scheduling/ targeted instruction	5C.2. Use of the Voyager reading program.	5C.2. Literacy coach	5C.2. Voyager reading scores	5C.2. Formative Assessment Results FCAT results AYP reports RtI Data trackers PLC Progress monitoring
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5D.1. Scheduling/ targeted instruction Attendance as mentoring/ tutoring opportunities	5D.1. Additional Reading tutoring/ Mentoring of at risk students and FIT (Families in Transition)	5D.1. Literacy coach and administration.	5D.1. Formal assessments, progress reports and report cards.	5D.1. AYP/Assessment results.		

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

Reading Goal #5E: Students with Disabilities will increase scores make satisfactory progress in reading. Overall Percent of students scoring 3+ will increase by 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	74%	**84%**					
		5D.2. Scheduling /targeted instruction	5D.2. Use of the Voyager reading program.	5D.2. Literacy coach	5D.2. Voyager reading scores.	5D.2. AYP/Assessment results.	
		5E.3. Access to resources outside of school	5E.3 Provide resources: supplies, uniforms, food pantry items, books. Scholastic R.E.A.L Mentorinng program	5E.3. Administration, Counselors, Community outreach groups such as Celebration 34747 Cares	5E.3.	5E.3.	

Reading Professional Development

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis and Progress Monitoring	all	Admin, Reading Coach	Faculty Grade Levels (all) Lang Arts Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

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

Best Practices in Reading Instruction-High	all Lang Arts Department PLC groups	Admin, Reading Coach	Faculty Grade Levels (all) Lang Arts Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Impact Strategies/ Planning models					
Curriculum Focus and CIM	all	Admin, Reading Coach, Lead Teachers	Faculty Grade Levels (all) Lang Arts Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

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

End of Reading Goals

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]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: _ELLstudents will increase performance at grade level in a manner similar to non-ELL._ Will increase by 10%	2012 Current Percent of Students Proficient in Listening/Speaking:					

	Test A1 K- 54% *1st-91%* *2nd-70%* *Level B1- 3rd- 0%* *4th- 46%* *5th-14%* *Level C1-6th-40%* *7th-40%* *8th-88%*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #2: *ELLstudents will increase performance at grade level in a manner similar to non-ELL.*	2012 Current Percent of Students Proficient in Reading:					

	Test A1- K-23% *1ˢᵗ-50%* *2ⁿᵈ-60%* *Level B1- srd-20%* *4ᵗʰ- 50%* *5ᵗʰ-29%* *Level C1-6ᵗʰ-40%* *7ᵗʰ-40%* *8ᵗʰ- 50%*					
		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

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: *ELLstudents will increase performance at grade level in a manner similar to non-ELL.*	2012 Current Percent of Students Proficient in Writing :					
	Test A1- K- 5% *1st-50%* *2nd-62%* *Level B1-3rd-22%* *4th-46%* *5th-25%* *Level C1-6th-50%* *7th-50%* *8thth- 75%*					
		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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Elementary School Mathematics Goals

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

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

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

1A. **FCAT 2.0:** Students scoring at Achievement Level 3 in mathematics.	1.1. Continue teacher participation in summer training.	1.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	1.1. Administration Faculty	1.1. Attendance records	1.1. Formative assessments/ FCAT results		

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

Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring at or above level 3 will increase by 10% school wide.	74% (430)	**84%**				
	79% 3+	**89% 3+**				
		1.2. Home and school use of technology applications.	1.2. Teacher training and modeling. Student access to online textbooks.	1.2. Administration Faculty	1.2. Lesson plans Home communication Website links	1.2. Common assessments. Technology reports.
		1.3. Meet the needs of struggling math students	1.3. Training and use of intervention resources from the math curriculum	1A.3.	1A.3.	1A.3.

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

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

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

Elementary School Mathematics Goals

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

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

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

1A. FCAT 2.0: **Students scoring at Achievement Level 3 in mathematics.**	1.1. Continue teacher participation in summer training.	1.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	1.1. Administration Faculty	1.1. Attendance records	1.1. Formative assessments/ FCAT results		

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

Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring at or above level 3 will increase by 10% school wide.							
	74% (430) 79% 3+	**84% L3** **89% 3+**					
		1.2. Home and school use of technology applications.	1.2. Teacher training and modeling. Student access to online textbooks.	1.2. Administration Faculty	1.2. Lesson plans Home communication Website links	1.2. Common assessments. Technology reports.	

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

		1.3.	1.3.	1A.3.	1A.3.	1A.3.	
		Meet the needs of struggling math students	Training and use of intervention resources from the math curriculum				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2.1. Continue teacher participation in summer training.	2.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	2.1. Administration Faculty	2.1 Attendance records	2.1. Formative assessments/ FCAT results		

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

Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The number of students scoring at level 4 and 5 will increase by 5% school wide.	48%	53%				
		2.2. Home and school use of technology applications.	2.2. Teacher training and modeling. Student access to online textbooks.	2.2. Administration Faculty	2.2. Lesson plans Home communication Website links	2.2. Common assessments. Technology reports.
		2.3 Meet the needs of struggling math students	2.3. Training and use of intervention resources from the math curriculum	2.3	2.3	2.3

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3.1. Continue teacher participation in summer training.	3.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	3.1. Administration Faculty	3.1. Attendance records	3.1. Formative assessments/ FCAT		

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

Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students making learning gains in Math will increase by 5% school wide						
	84%	**89%**				
		3.2. Home and school use of technology applications.	3.2. Teacher training and modeling. Student access to online textbooks.	3.2. Administration Faculty	3.2. Lesson plans Home communication Website links	3.2 Common assessments. Technology reports.	
		3.3. None	3.3. Participate in District/State/ National competitions programs.	3.3. Faculty	3.3. Participation records	3.3. Competition results	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	

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

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

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

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

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

4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4.1. Personnel limitations/ time for additional interventions outside the math period. Basic skills gaps	4.1. Teachers provide one-on-one and small group additional support within the class period. Utilizing manipulatives. GoMath Interventions Program for RtI Phase 2 students. Math tutorials before/after school and during lunch period for 6-8.	4.1. Faculty and administration, RtI team	4.1. Student work samples and progress. Tracking data when necessary.	4.1. Classroom assessments, Formative assessments, FCAT results.		

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

Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students in the lowest 25% making learning gains will increase by 10%	73%.	83%.					
		4.2. Funding and student participation.	4.2. Saturday and after school tutoring.	4.2. Faculty and administration	4.2. Attendance records	4.2. Classroom assessments, Formative assessments, FCAT results.	
		4.3. Levels 3 and 4 students in the lowest 25%	4.3. Targeted instruction/ data chats/challenging curriculum	4.3. Teachers/Admin	4.3. Progress monitoring of formative assessments/ PLC process	4.3. Classroom assessments, Formative assessments, FCAT results.	

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Hispanic subgroup meeting AYP target	5A.1. Saturday and after school tutoring./ interventions during the day/targeted instruction	5A.1. Faculty and administration	5A.1. Attendance records, PLC process	5A.1. Classroom assessments, formative assessments, AYP reports		

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

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Hispanic students will increase scores to meet AYP goal. AYP goal for 2011-2012 for all subgroups is 86%						
	White: 83% Black:64% Hispanic:67% Asian: 93% American Indian: 57% Pacific: 100%	White: Black: Hispanic: Asian: American Indian:				
		5A.2. Personnel limitations.	5A.2. Voyager math will be available to use as needed	5A.2. Faculty and administration	5A.2. Voyager reports	5A.2.. AYP reports
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5B.1. Scheduling limitations	5B.1. ESOL tutoring	5B.1. ESOL assistant and administration	5B.1. Progress reports and report cards.	5B.1. AYP reports.		

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

Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
ELL students will increase scores to meet AYP goals. Increase percent in level 3 and above by 10%							
	51%	**61%**					
		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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5C.1. Scheduling/ targeted instruction	5C.1. ESE support facilitation, ESE CoTEach, Consultations. Identifying areas of weakness and working intensively to meet the students needs. Follow IEP and implement best practices such as scaffolding, graphic organizers	5C.1. VE teachers, RCS and administration	5C.1. Formal assessments, progress reports and report cards. RtI Data trackers PLC Progress monitoring	5C.1. Formative Assessment Results FCAT results AYP reports RtI Data trackers PLC Progress monitoring		

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

Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students with disabilities will increase scores to meet AYP goals. Increase percent in level 3 and above by 10%	**37%**	47%					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5D.1. Scheduling/ targeted instruction Attendance as mentoring/ tutoring opportunities	5D.1. Additional Math tutoring/ Mentoring of at risk students and FIT (Families in Transition)	5D.1. Literacy coach and administration.	5D.1. Formal assessments, progress reports and report cards.	5D.1. AYP/Assessment results.		

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

Mathematics Goal #5E: Students with disabilities will increase scores to meet AYP goals. Increase percent in level 3 and above by 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	65%	75%				

		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5E.2.	
		Scheduling /targeted instruction 5E.3. Access to resources outside of school	Time for Use of the GoMath Intervention program.	Literacy coach	Progress monitoring results	AYP/Assessment results.		
		5E.3 Provide resources: supplies, uniforms, food pantry items, books. Scholastic R.E.A.L Mentorinng program	5E.3. Administration, Counselors, Community outreach groups such as Celebration 34747 Cares	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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

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

1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1.1. Continue teacher participation in summer training.	1.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	1.1. Administration Faculty	1.1. Attendance records	1.1. Formative assessments/ FCAT results		

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

Mathematics Goal #1A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring 3 and above will increase by 10%	79% (463) 3rd-8th g	**89%**				
		1.2. Home and school use of technology applications.	1.2. Teacher training and modeling. Student access to online textbooks.	1.2. Administration Faculty	1.2. Lesson plans Home communication Website links	1.2. Common assessments. Technology reports.	
		1.3. Meet the needs of struggling math students	1.3. Training and use of intervention resources from the math curriculum	1A.3.	1A.3.	1A.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	1.1. Continue teacher participation in summer training.	1.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	1.1. Administration Faculty	1.1. Attendance records	1.1. Formative assessments/ FCAT results		
Mathematics Goal #2A: *Students scoring levels 3 and above will increase by 10%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	49%					
		1.2. Home and school use of technology applications.	1.2. Teacher training and modeling. Student access to online textbooks.	1.2. Administration Faculty	1.2. Lesson plans Home communication Website links	1.2. Common assessments. Technology reports.	
		1.3. Meet the needs of struggling math students	1.3. Training and use of intervention resources from the math curriculum	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3.1. Continue teacher participation in summer training.	3.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	3.1. Administration Faculty	3.1. Attendance records	3.1. Formative assessments/ FCAT		

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

Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3.2. Home and school use of technology applications.	3.2. Teacher training and modeling. Student access to online textbooks.	3.2. Administration Faculty	3.2. Lesson plans Home communication Website links	3.2 Common assessments. Technology reports.
		3.3. None	3.3. Participate in District/State/ National competitions programs.	3.3. Faculty	3.3. Participation records	3.3. Competition results
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4.1. Personnel limitations.	4.1. Voyager math will be available to use as needed	4.1. Faculty and administration	4.1. Voyager reports	4.1. Classroom assessments, Formative assessments, FCAT results.		

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

Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4.2. Funding and student participation.	4.2. Saturday and after school tutoring.	4.2. Faculty and administration	4.2. Attendance records	4.2. Classroom assessments, Formative assessments, FCAT results.
		4.3. Levels 3 and 4 students in the lowest 25%	4.3. Targeted instruction/ data chats/challenging curriculum	4.3. Teachers/Admin	4.3. Progress monitoring of formative assessments/ PLC process	4.3. Classroom assessments, Formative assessments, FCAT results.

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
<u>Mathematics Goal #5A:</u> *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian: Hispanic subgroup meeting AYP target	5A.1. Saturday and after school tutoring./ interventions during the day/targeted instruction	5A.1. Faculty and administration	5A.1. Attendance records, PLC process	5A.1. Classroom assessments, formative assessments, AYP reports		
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					

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

		5A.2.	5A.2.	5A.2.	5A.2.	5A.2..	
		Personnel limitations.	Voyager math will be available to use as needed	Faculty and administration	Voyager reports	AYP reports	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5B.1. Scheduling limitations	5B.1. ESOL tutoring	5B.1. ESOL assistant and administration	5B.1. Progress reports and report cards.	5B.1. AYP reports.		

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5C.1. Funding and student participation.	5C.1. Saturday and after school tutoring.	5C.1. Faculty and administration	5C.1. Attendance records	5C.1. AYP reports		

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

Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5D.1. Funding and student participation.	5D.1. Saturday and after school tutoring.	5D.1. Faculty and administration	5D.1. Attendance records	5D.1. AYP reports		

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

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

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.	
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		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		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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		
4. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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]).

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Teacher training, student attendance	1.1. -Marzano strategies -vocabulary -manipulatives -Boot Camp -Technology-graphing calculator	1.1. Faculty, Admin	1.1. PLC, classroom mini assessments -learning growth chart -student, parent, teacher conferences	1.1. CBT, Formative assessments Rubrics Portfolios		

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

Algebra 1 Goal #1: 100% of students taking Algebra 1 EOC will score level 3 and above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	17% (14).	*17%*				
		1.2.	1.2. Cross curriculum writing	1.2.	1.2.	1.2.
		1.3.	1.3. Professional development	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.	

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

| Algebra Goal #2:

100% of students taking Algebra 1 EOC will score level 3 and above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	83% (69).	*83%*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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

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

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

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

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

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

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

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

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

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		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		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development

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

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis and Progress Monitoring	all	Admin, Reading Coach	Faculty Grade Levels (all) Math Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Best Practices in Mathematics Instruction- High Impact Strategies/ Planning models	all	Admin, Reading Coach	Faculty Grade Levels (all) Math Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

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

Curriculum Focus-NGSSSs, new Math Text and CIM	all	Admin, Reading Coach, Lead Teachers	Faculty Grade Levels (all) Math Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

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

End of Mathematics Goals

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]).

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

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

1A. FCAT 2.0: **Students scoring at Achievement Level 3 in science.**	1.1. Resources and supplies for hands-on lab activities in the classroom.	1.1. Continue science lab activities for all grades. Increase the use of technology in the classroom.	1.1. Faculty and administration	1.1. Lesson plans.	1.1. Formative Assessments, classroom assessments, PLC results FCAT results		
Science Goal #1A: **Percentage of students scoring 3 and above will increase by 10%**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	78%	**88%**				
		1.2. Student and teacher participation in science fair and science nights.	1.2. Establish a school wide science fair (K-5, 6-8) Re-establish science nights.	1.2. Faculty and administration	1.2. School calendar	1.2. Participation results	
		1.3. District adopted curriculum resources.	1.3. Professional development and training.	1.3. Faculty and administration	1.3. Enrollment in courses Attendance records Progress monitoring of performance. Lesson plans.	1.3. Formative assessments. Classroom assessments. PLC results FCAT results	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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

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

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2.1. Resources and supplies for hands-on lab activities in the classroom.	2.1. Continue science lab activities for all grades. Increase the use of technology in the classroom.	2.1. Faculty and administration	2.1. Lesson plans.	2.1. Formative Assessments, classroom assessments, PLC results FCAT results		

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

Science Goal #2A:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Percentage of students scoring 3 and above will increase by 10%							
	78%	88%					
		2.2. Student and teacher participation in science fair and science nights	2.2. Establish a school wide science fair (K-5, 6-8) Re-establish science nights.	2.2. Faculty and administration	2.2. School calendar	2.2. Participation results	
		2.3 District adopted curriculum resources	2.3 Professional development and training.	2.3 Faculty and administration	2.3 Enrollment in courses Attendance records Progress monitoring of performance. Lesson plans.	2.3 Formative assessments. Classroom assessments. PLC results FCAT results	

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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]).

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

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

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

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

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

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

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

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

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis and Progress Monitoring	all	Admin, PLC Leads	Faculty Grade Levels (all) Math Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

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

Best Practices in Science Instruction- High Impact Strategies/Planning models	all	Admin, PLC Leads	Faculty Grade Levels (all) Math Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Curriculum Focus- NGSSSs, Discovery Science, and CIM	all	Admin, PLC Leads, Lead Teachers	Faculty Grade Levels (all) Math Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

Science Budget (Insert rows as needed)

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

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

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

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]).

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

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

1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1.1. Training faculty and students. Cross content writing.	1.1. Continue the use of the PDA module. And expanding with the Core Connections writing strategies to meet the needs of the Common Core Standards.	1.1. Literacy Coach Faculty	1.1. Participation in training	1.1. Florida Writes and Osceola Writers results.		
Writing Goal #1A: Percentage of students scoring 3 and above will increase by 1%	2012 Current Level of Performance:* 92%	2013 Expected Level of Performance:* 93%					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Parent interest and faculty availability	Increase student/parent understanding of the writing rubric by providing parent workshop.	Literacy coach, Literacy council, Administration	Workshop attendance	Florida Writes and Osceola Writers results	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		Student interest	Continue opportunities for students to publish their writing	Media specialist	Published books	Published books	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis and Progress Monitoring	all	Admin, Reading Coach, Lead Teacher	Faculty Grade Levels (all) Lang Arts Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

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

Best Practices in Writing Instruction- High Impact Strategies/Planning models	all	Admin, Reading Coach, Lead Teachers	Faculty Grade Levels (all) Lang Arts Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Curriculum Focus- PDA Writing and CIM	all	Admin, Reading Coach, Lead Teachers	Faculty Grade Levels (all) Lang Arts Department PLC groups	1st/3rd Wed Whole Faculty 2nd/4th Wed PLCs 2nd/4th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

Writing Budget (Insert rows as needed)

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

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

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

End of Writing Goals

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]).

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

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

1. Students scoring at Achievement Level 3 in Civics.	1.1. Students background knowledge with Social Studies content Fact recall	1.1 Marzlano Strategies to build background, scaffold learning Practice quizzes Utilize new Civics Core Curriculum Resources including online resources.	1.1. Faculty/Admin	1.1. Ongoing monitoring	1.1. Formative Assessments, End of Course Exam		
Civics Goal #1: **Percentage of students score level 3 will be equal to the state.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: **Percentage of students score level 3 will be equal to the state.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District CIVICS	7th grade Civics	District Lead, Dept Lead	PLCs and district trainings of CIVICS curriculum	Ongoing	Ongoing—weekly PLCs	Administration

Civics Budget (Insert rows as needed)

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

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

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

End of Civics Goals

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

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

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

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

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

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

Rule 6A-1.099811
Revised April 29, 2011   167

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

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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

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

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

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

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

End of 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]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Planned activities during school calendar.	1.1. Student recognition program. Positive reinforcement incentives.	1.1. Dean and Administration	1.1. Attendance records	1.1. Attendance records		
Attendance Goal #1: **Maintain average attendance rate of 95% or greater**	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					

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

	95%						
	95%						
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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

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

End of Attendance Goals

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)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Consistency	1.1. Positive student reinforcement programs to replace negative behavior with positive behavior	1.1. Dean and administration	1.1. Referral records	1.1. Referral records.		
Suspension Goal #1: **Suspensions**	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	K-5 6/965 **.6%** **6-8: 24/535** **4.5%**						

June 2012
Rule 6A-1.099811
Revised April 29, 2011   175

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

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	Enter numerical data for current number of students suspended *in-school*	*Enter numerical data for expected number of students suspended* *in- school*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	K-5: 8/965 **.8%** **6-8th: 31/535** **5%**	*Enter numerical data for expected number of students suspended* *out- of- school*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	Enter numerical data for current number of students suspended *out- of- school*	*Enter numerical data for expected number of students suspended* *out- of- school*				
		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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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

Suspension Budget (Insert rows as needed)

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

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

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

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

End of 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)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		

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

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

Dropout Prevention Professional Development

Professional Development (PD) aligned with

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

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
	Total Parent participation/ transportation/ outside obligations	Provide a workshop informing parents of volunteer opportunities.	SAC and PTA Administration, Faculty, Staff	Attendance logs	Attendance logs		
		Provide a workshop on PIV and FCAT explorer.					
		Update school website to include text books links and school activities. (Email blast, C2C schools)					

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

Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
All parents will be informed of student progress and at least 75% will participate in at least one school based activity such as open house, parent night, performances, etc. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*							
	75% of every class	**75% or more every class**					
		1.2.	1.2. Meet in late spring to update SIP.	1.2. SAC	1.2. Attendance logs	1.2. Attendance logs	
		1.3.	1.3. Use of student agenda for grades K-8 Provide parent activity nights and parent information nights.	1.3. PTA, Counselors, Administration, Faculty	1.3. Teacher/parent feedback	1.3. Teacher/parent feedback	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
	Instructional Technology Support	SAC FUNDS--rollover	$1,600
Subtotal: $1,600			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Childcare for SAC meetings		SAC FUNDS--rollover	$200
Subtotal: 200			
Total: $1800			

End of Parent Involvement Goal(s)

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

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

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

	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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

Additional Goal(s)

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

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

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

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.

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

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

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

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

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

XX 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. |

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

Monthly meetings to review progress of goals, etc

Describe the projected use of SAC funds.	Amount
School agendas for parent communications	
Instructional support	