

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

June 2012
Rule 6A-1.099811

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Groveland Elementary	District Name: Lake
Principal: Kimberly Sneed Jarvis	Superintendent: Dr. Susan Moxley
SAC Chair: Dawn Simons Co-Chair Noris Aguayo	Date of School Board Approval: ?

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Kimberly Sneed Jarvis	Master of Science in Educational Leadership from Nova Southeastern University Bachelor of Science in Elementary Education from Florida A & M University Certification: School	2	11	Principal of Groveland Elementary School 2011-2012. School Grade "A", Reading Mastery 59%, Math Mastery 59%, Writing Mastery 84%, Science Mastery 50%. African American, Hispanic, ELL and SWD did not make AYP. Assistant Principal of East Ridge High School 2010-2011, School Grade "B", Reading Mastery 44%, Math Mastery 76%, Science Mastery 33%, Lowest 25% improve in Reading 37%, Lowest 25% improve in Math 58%, AYP:69% No, White, Black, Hispanic,

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		Principal (All Levels), Elementary Education (1-6)			<p>Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p> <p>Assistant Principal of East Ridge High School 2009-2010, School Grade "C", Reading Mastery 44%, Math Mastery 75%, Science Mastery 36%, Lowest 25% improve in Reading 47%, Lowest 25% improve in Math 63%, AYP: 77% No, White, Black, Hispanic, Economically Disadvantaged, and Student with Disabilities did not make AYP in Reading . Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Math.</p> <p>Assistant Principal of East Ridge High School 2008-2009, School Grade "B", Reading Mastery 48%, Math Mastery 76%, Science Mastery 36%, Lowest 25% improve in Reading 55%, Lowest 25% improve in Math 72%, AYP: 72% No, White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not make AYP in Math.</p> <p>Assistant Principal of South Lake High School 2007-2008, School Grade "D", Reading Mastery 45%, Math Mastery 75%, Science Mastery 32%, Lowest 25% improve in Reading 55%, Lowest 25% improve in Math 72%, AYP 69% No subgroups made AYP in Reading or Math.</p>
Assistant Principal	David C. Meyers	Master of Education in Educational Leadership from Saint Leo University, Bachelor of Arts in Economics from the University of Georgia. Certification: School Principal (all levels), Middle Grades Math 5-9, Economics 6-12.	4	9	<p>Assistant Principal of Groveland Elementary School 2011-2012. School Grade "A", Reading Mastery 59%, Math Mastery 59%, Writing Mastery 84%, Science Mastery 50%. African American, Hispanic, ELL and SWD did not make AYP.</p> <p>Assistant Principal - Groveland Elementary 2010-2011 School grade – B, School did not demonstrate AYP in reading. Black, Hispanic and Economically disadvantaged subgroups did not demonstrate AYP in reading (63%, 68%, 67% respectively) or in math (77%, 78%, 76% respectively)</p> <p>2009-2010 school grade – A, School demonstrated AYP in reading and math. All subgroups achieved AYP.</p> <p>Assistant Principal of Oak Park Middle School 2004-2009</p>

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					School grade – B for all years with the exception of 2008 in which the school earned an A and achieved provisional AYP via Safe Harbor standards.
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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 Coach	Rita L. Simon	Educational Specialist in Educational Leadership M. Ed. Special Ed, Bachelor of Science- Sociology Certification: English 6-12, ESE, ESOL, Reading Endorsed	2	5	Literacy Coach of Groveland Elementary School 2011-2012. School Grade "A", Reading Mastery 59%, Math Mastery 59%, Writing Mastery 84%, Science Mastery 50%. African American, Hispanic, ELL and SWD did not make AYP. 2009-2010 Achievement Liaison East Ridge High School No subgroup made AYP in Reading. Meeting High Standards in Reading 44%, Making Learning Gains in Reading 45%, Lowest Quartile Making Adequate Progress 37%. Meeting High Standards in Math 76%, Making Learning Gains in Math 72%, Lowest Quartile Making Adequate Progress 58%. 2007-2008 No subgroup made AYP. Meeting High Standard in Reading 48%, Making Learning Gains in reading 57%, Making Learning Gains in Reading 55% of Lowest Quartile. 2008-2009 and 2007-2008 Meeting High Standards in Writing 77%, 2006-07 Making Learning Gains in Reading 52% and 71% in Math.
Curriculum Resource Teacher	Juliet Langer	Masters in Instructional System/Online and Distance Learning	7	5	Curriculum Resource Teacher of Groveland Elementary School 2011-2012. School Grade "A", Reading Mastery 59%, Math Mastery 59%, Writing Mastery 84%, Science Mastery 50%. African American, Hispanic, ELL and SWD did not make AYP. Curriculum Resource Teacher -Groveland Elementary 2010-2011 School grade – B School did not demonstrate AYP in reading. Black, Hispanic and Economically disadvantaged subgroups did not demonstrate AYP in reading (63%, 68%, 67% respectively) or in math (77%, 78%, 76% respectively) 2009-2010 school grade – A, School demonstrated AYP in reading and math. All subgroups achieved AYP.

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings/trainings with new teachers	Administration, Dept. Chairs, Academic Coaches	August 2012- Ongoing
2. Groveland Elementary Orientation Program	David Meyers, Assistant Principal/TQR and selected lead teachers	August 2012 - June 2013
3. Associate Mentors for teachers new to the school. Provides answers to questions and concerns related to day to day operations and curriculum needs.	Assigned Associate Teacher Mentor	June 2013
4. Mentor teachers for teachers new to the profession. Assists in the successful completion of the Teacher Orientation Program/Portfolio and professional development. Work closely with district provided Instructional Coach.	Assigned lead teachers; Instructional Coach; Teacher Quality and Retention Administrator, Mr. Meyers	June 2013
4. Monthly PLC with all teachers new Groveland Elementary	David Meyers, TQR Administrator	August 2013

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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
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	10%	40%	40%	10%	28%		10%		68%

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
Dawn Boyd	Margaret Bodine	1 st Grade Chair	Planning/grade level meetings
Latoshia Ousely	Monica Turner, Beth Gray	5 th Grade Chair	Planning/grade level meetings
Wendy Bridges	Kayla Mercer	4 th Grade Chair	Planning/grade level meetings
Donna DeMeglio	Macaila Glenn, Ashley Irvin	2 nd Grade Chair	Planning/grade level meetings

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Funds provided for additional resource teachers, paraprofessionals and a Family liaison. We provide remediation, preparation, tutoring; through GEL as well as SES providers, and professional development components.
Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents on an as-needed basis. The district based liaison coordinates with all Title I services to ensure student needs are met.
Title I, Part D
District receives funds for Neglected and Delinquent services for students in need. Services are coordinated with drop-out prevention programs
Title II
District receives funds for technology to increase instructional strategies. Also, funding is provided for professional development and is coordinated with the curriculum dept.
Title III
Services are provided through the district's curriculum department for educational materials and support for E.L.L. students.
Title X- Homeless
Social worker provides resources (clothing, supplies, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free, appropriate ed.
Supplemental Academic Instruction (SAI)
SAI funds provides afterschool tutoring for level 1 students. SAI funds are utilized to purchase supplies for the Level 1 students.
Violence Prevention Programs
The school offers "Too Good for Violence" curriculum. Positive Behavior Support will be introduced this year.
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education
The Family School Liaison along with the Parent Involvement Resource Center will provide information pertaining to adult education opportunities.

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Career and Technical Education N/A
Job Training N/A
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team. Kimberly Sneed Jarvis – Principal; David Meyers – Assistant Principal; Rita Simon – Literacy Coach; Juliet Langer – CRT; Donna Marie Shryock – Guidance; Christine DiDonna – Guidance; Amy Tarquine – ESE specialist; Kerina Jones – School Psychologist

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 RTI support team consists of administration, guidance, a Literacy Coach, a Curriculum Resource Teacher and content area coaches if appropriate. Donna Shryock is the primary RTI contact for grades 3-5, Christine DiDonna is the primary contact for grades k-2. Rita Simon will advise and assist teachers on reading interventions. The team will meet weekly to assess progress needs and address issues as well as plan school-wide initiatives. Guidance Counselors will coordinate meetings with teachers on a rotating schedule. Individual student files will be maintained and reviewed at all meetings. The team will collect and analyze data on students as well as teachers, which will then link to instructional decisions. Individual students will be monitored for progress in reaching benchmarks. Where there is risk of students not meeting benchmarks, the team will collaborate and build consensus on the best strategies to increase achievement. The team will be responsible for and participate in problem solving, research on best practices, evaluation of programs and implementation and decision-making strategies. Classroom teachers will be involved in the RtI meetings as necessary.

The leadership team has compiled and provided student data using FAIR and Edusoft benchmark assessment to the teachers as a baseline foundation for all students. In addition, guidance and administration share behavior/discipline data with the staff to lay a foundation for behavior RTI interventions. Groveland Elementary continues to implement the various components of PBS (positive behavior support) school wide to provide teachers and staff with intervention strategies designed to address behaviors at the lowest RTI level. Groveland Elementary is providing ongoing inservice opportunities for the faculty with regard to the RTI process highlighted by a school wide workshop with renowned RTI expert, Dr. Margaret Searle.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The RtI Team helps meet the goals of the School Improvement Plan in all academic subjects by focusing on various evidence based interventions which all students need to be successful. The district has provided training during our summer institute to help develop our SIP and to introduce best practices to raise student achievement.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: progress monitoring, Literacy First, Florida Assessments for Instruction in Reading (FAIR), Scholastic Reading Inventory (SRI), EduSoft Benchmark testing in Science and Math, Florida Comprehensive Assessment Test (FCAT). Progress Monitoring: FAIR, Literacy First Midyear: FAIR, Literacy First, Edusoft Benchmark Testing in Sci/math End of year: FAIR, Literacy First, Edusoft Benchmark Testing in Science / math. AS400, FIDO and Attendance and Behavior data at all levels

Describe the plan to train staff on MTSS.

The entire faculty will attend a day long inservice on RTI with renowned RTI expert Margaret Searle. Professional development will continue to be provided annually during teachers' common planning time. On an individual basis additional training will be given to first-year teachers and teachers new or needing assistance with the RTI process.

Describe the plan to support MTSS.

The RTI team will also evaluate additional staff professional development needs during the RTI meetings and add trainings as needed. District staff will provide on-going support and training as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kimberly Sneed Jarvis, (Principal) David Meyers,(Assistant Principal) Rita Simon(Literacy Coach), Juliet Langer (CRT), Charles Karnolt(3rd grade teacher), Micheal Dozier (P.E. Teacher), Lother Cherry (Kindergarten),

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

The team will meet quarterly. Rita Simon, Literacy Coach, will conduct the meetings and facilitate activities planned. This team will plan various literacy activities school-wide.

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

To provide strategies for implementing instructional practices to raise the achievement of the low quartile. Increase fidelity in the Literacy First program. Accurately identify students' remediation needs and focus instruction to meet those needs. Assist teachers in Tailoring instruction to meet/move toward the Common Core Standards. Increase the cognitive complexity of instruction and assessment.

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.

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****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.

Groveland Elementary has five Pre-K classes, four of which are ESE. Pre-K teachers articulate with Kindergarten teachers in order to prepare our students for the next grade level. The ESE School Specialist oversees the Pre-K-ESE units. A kindergarten screening will be implemented and parents of VPK students are encouraged to work with students at home to increase their level of preparedness for Kindergarten.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1.1.High mobility rate	1.1. Identify level 2 students by using previous FCAT data, Lake County Benchmark Assessments and FAIR testing results to provide intense remediation.	1.1. Literacy Coach, Administrative Team and Dept. Chairs	1.1. RtI meetings, classroom level assessments, data chats	1.1. The following tools are available as needed: STAR, SRI, Literacy First Profiles, Lake County Benchmark Assessments and FAIR
Reading Goal #1A: After analysis of our 2011-12 FCAT Data the Groveland Elementary School Literacy Team has determined that our level 3 students increased by 2% in reading from the 2011 FCAT. Our goal is to increase our level 3 students by 3%.	2012 Current Level of Performance:* <i>59% scored at level 3+</i>	2013 Expected Level of Performance:* <i>62% will score at level 3+</i>					
			1.2. Large percentage of level 2 students	1.2. Develop reading interventions and remediation schedule that includes progress monitoring	1.2. Classroom teachers, Literacy Coach, CRT and Administrators	1.2. RTI logs, ESE documentation, school-wide database, Classroom Data Notebooks	1.2.Classroom data, improved grades in class and increased scores on tests (Edusoft, Fair, and SAT)
			1.3. Lack of Resources	1.3.A. Continue to supply classrooms with improved resources, supplies, technology needs, Reading Resource Teacher if funding is available	1.3.Teachers, Administrators	1.3. Receive feedback from teachers on effectiveness of supplies/software	1.3. Growth of student achievement levels PMRN
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:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2.1 Increased curriculum demands	2.1. School-wide implementation of data analysis, common-board configurations, Kagan structures, and differentiated instruction	2.1. Administrators, Academic Coaches	2.1. Observations and increased student performance on Lake County Benchmark Assessments and Fair tests	2.1. The following tools are available as needed: STAR, SRI, Literacy First Profiles, Lake County Benchmark Assessments ,FAIR, and student grades
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
After careful analysis of the 2011 FCAT data by Groveland Elementary's Literacy team determined that an increase in level 4 students in desired.	<i>Enter numerical data for current level of performance in this box.</i>	<i>GEL expects a 3% increase of students performing at level 4+</i>					
			2.2. Time for staff development	2.2. Regularly scheduled staff development opportunities on Wednesdays or during planning	2.2. Administration, Academic Coaches	2.2. Classroom Walk-throughs	2.2. Observations, PMRN, FCAT Star, Esembler Data
			2.3 Data Collection	2.3 Distribute Data Notebooks to all teachers to store data and correspondences for their students.	2.3 Administration, Academic Coaches	2.3 RtI meetings, Data Chats	2.3 Organized and accurate Data analysis of students. Observation of lessons developed for student needs.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p><u>Reading Goal #3A:</u></p> <p>After careful analysis of our 2011-2012 FCAT scores the Groveland Elementary School Literacy Team has determined that major emphasis needs to be placed on the identification and support of our lowest quartile students.</p>			3.1. Students having experienced recurring failures with standardized testing	3.1. Assess students three times per year using STAR/SRI, FAIR, Lake County benchmark assessments to target deficient skills.	3.1. CRT, Literacy Coach and classroom teachers	3.1. Reports from EduSoft mini assessments, and FAIR test data.	3.1. Using data from Literacy First, STAR, EduSoft/benchmark, and FAIR	
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			65% of students demonstrated gains in reading. This was only a 1% increase of the previous year	67% of students will demonstrate learning gains in reading				
			3.2. Students having difficulty in classes	3.2. Response to Intervention (RtI)	3.2. PBS Team, Guidance Counselors, Family School Liaison	3.2. Participate in problem solving, research on best practices, evaluation of programs, implementation and decision-making strategies, and assessments.	3.2. Student success and AS400 data	
			3.3. Students negative behavior increasing due to failure in academic classes	3.3. Positive Behavior System (PBS)	3.3. PBS team, Administration, classroom teachers	3.3. Data analysis of school-wide discipline by incidents. To re-focus the school culture from discipline/punishment toward positive behavior and academics. Data analysis of teacher	3.3. Reduction in suspensions, success in academic classes	

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					referrals to provide profession development in classroom management.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4.1. Scheduling to provide remediation time while meeting all other mandates	4.1. Remediation time in daily schedule, hire a Reading Resource Teacher, and after school tutoring with approved curriculum	4.1. Administration, Administrative Leadership Team, Reading Resource Teacher	4.1. Observation and progress monitoring of student achievement,	4.1. Observation, LBA
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Although the low quartile showed significant gains from 2011 to 2012. GEL's Literacy team will continue to place a high degree of focus on raising the level of achievement of the low quartile.</i>	<i>77% of students in the low quartile demonstrated learning gains in reading.</i>	<i>80% of students who reside in the low quartile will demonstrate learning gains</i>					
			4.2. Logistics of providing personnel to meet student needs	4.2. Schedule Teacher Assistants to assist the teacher as needed	4.2. Administrators	4.2. Observation	4.2. Increased scores on LBA, FAIR test and classroom work
			4.3. Need for staff development	4.3. Wednesdays after dismissal, during planning	4.3. Juliet Langer/Rita Simon	4.3. Teacher survey, classroom walk throughs	4.3. Observations, increased student achievement on LBA
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.
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		Reading: 59%	Reading : 63%	Reading; 66%	Reading: 70%	Reading: 74	Reading: 78
	<u>Reading Goal #5A:</u> After analysis of current data, Groveland Elementary will strive to narrow the achievement gap of the subgroups.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	<u>Reading Goal #5B:</u> After careful analysis of the data the Literacy team determined that school-wide emphasis should be placed on raising the reading proficiency of our subgroups.		5A.1. Students continue to struggle with recurring failures on standardized tests and attendance issues with our Hispanic subgroup.	5A.1. Remediate students in research based reading strategies. Utilize curriculum maps and LBA. Reading Resource Teacher will focus on subgroups. Involve guidance and social worker in attendance issues.	5A.1. Lit. Coach, CRT, teachers, Reading Resource Teacher, Guidance	5A.1. FAIR, LBA and Star/SRI	5A.1. PMRN and LBA Reports	
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White:69% Black:40% Hispanic:51% Asian:90% American Indian: N/A	<i>3% increase in the performance level of each applicable group</i> White:72% Black:43% Hispanic:54% Asian:93% American Indian: N/A						
		5A.2. Teachers not using data to individualize instruction for struggling students	5A.2. Florida Assessments for Instruction in Reading (FAIR) identified as Level 1, 2, 3) In-services on using data in the classroom and data chats	5A.2. Literacy Coaches, Achievement Liaisons, Administrators, District Office of Teaching and Learning Personnel	5A.2. Implementation and use of research based materials. On-going progress monitoring of student data	5A.2. Increase in scores on standardized tests		
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.		

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Struggling students with failures on standardized tests due to language barriers	5C.1. Remediation Provide assistance with lessons and assignments in the classroom After School Tutoring	5C.1. Reading coach Classroom teacher ESOL Teacher asst. ELL guidance counselor	5C.1. Progress monitoring by classroom teacher, ESOL teacher asst. and guidance.	5C.1. Edusoft baseline testing data FAIR data Literacy First diagnostic data
<u>Reading Goal #5C:</u> <i>Groveland Elementary's literacy team will continue to focus on raising the achievement level of this subgroup by providing research-based strategies for teachers.</i>	<u>2012 Current Level of Performance:*</u> <p align="center">25%</p>	<u>2013 Expected Level of Performance:*</u> <p align="center">38%</p>	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Student discipline issues that may warrant suspension out of school	5D.1. PBS Strategies Involve guidance in motivation activities	5D.1. Classroom teacher Guidance Counselors	5D.1 Monitor and review: -Discipline data - Classroom grades	5D.1. AS400 Data eSembler
<u>Reading Goal #5D:</u> <i>Groveland Elementary's Literacy team will increase efforts in raising the achievement level of students in this subgroup.</i>	<u>2012 Current Level of Performance:*</u> <p align="center">15%</p>	<u>2013 Expected Level of Performance:*</u> <p align="center">25%</p>	5D.2. Lack of motivation	5D.2. Assign mentors Kagan structures during instruction	5D.2. Guidance Administration	5D.2. TEAM Data Chats w/teachers	5D.2. AS400 eSembler Data
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Revised April 29, 2011

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Teachers in enrichment classes not providing an opportunity for students to read.	5E.1. All teachers will receive weekly literacy-related tips to expand instruction strategies employed across all curriculums	5E.1. Literacy Coach, CRT, enrichment teachers	5E.1. Review FAIR data reports to track performance gains.	5E.1. Review FAIR data reports to track performance gains, progress reports
<u>Reading Goal #5E:</u> <i>Groveland Elementary's Literacy Team will continue to provide research-based strategies that are effective in meeting the needs of this subgroup in order to raise the achievement level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	54%	58%	5E.2. Time for Remediation	5E.2. Designate remediation block in the master schedule	5E.2. Administration and classroom teacher	5E.2. FAIR data review Data Chats with teachers	5E.2. Edusoft and FAIR data
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Reading – Literacy First Centers	K-5	Rita Simon	All Instructional	Planning or 4 th Wednesday ongoing	TEAM evaluations	Literacy Coach, CRT and Administrators
Common Board Configuration and Scales	K-5	Latoshia Ousley, Dawn Boyd	All Instructional	Ongoing 2012-2013 school year	TEAM evaluations	Administrators, Literacy Coach, and CRT
EduSoft Training, FCAT Star Training	K-5	District ILS, Literacy Coach, CRT	Teachers of all levels/school-wide	Ongoing 2012-2013 school year	Use of EduSoft software to learn to create and administer tests aligned with standards; analyze the data. Data Notebooks and Data Chats	Administrators, Academic Coaches

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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	Available Amount
Literacy First Centers	Books, paper, writing instruments	Title 1, SAI, General budget	
Accelerated Reader	Purchase books for media center	Title 1, SAI	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Renew Technology licenses for supplemental programs	Computer software	Title 1, SAI, School, other resources	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Star Training	Data Notebooks, Dividers	General Budget	
Edusoft Training	Data Notebooks, Dividers	General Budget	
Response to Intervention (RTI)	RTI handouts	Title 1	
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

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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. Home language is foreign language	1.1. Expose both student and parent to materials and curriculum to help them acquire English.	1.1. Teacher, CRT, Guidance, Literacy coach, ESOL TA, FSL, Parent involvement TA	1.1. English classes for parents, family reading night, Rosetta Stone use in the classroom, assistance from ESOL TA	1.1. CELLA test, student grades, Accelerated Reader tests.
CELLA Goal #1: <i>Groveland Elementary will continue to focus on increasing the percent of ELL students proficient in listening/speaking.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: Grade 5 – 50% Grade 4 – 55% Grade 3 – 33% Grade 2 – 92% Grade 1 – 67% Grade K – 7%.					
		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. Students whose home language is other than English do not read materials written in English outside the classroom, nor do their parents.	2.1. Expose both student and parent to materials and curriculum to help them acquire English.	2.1. Teacher, CRT, Guidance, Literacy coach, ESOL TA, FSL, Parent involvement TA	2.1. English classes for parents, family reading night, Rosetta Stone use in the classroom, assistance from ESOL TA	2.1. CELLA test, student grades, Accelerated Reader tests.
CELLA Goal #2: <i>Groveland Elementary will continue to focus on increasing the percent of ELL students scoring proficient in Reading.</i>	2012 Current Percent of Students Proficient in Reading: Grade 5 – 50% Grade 4 – 55% Grade 3 – 0% Grade 2 – 62% Grade 1 – 11% Grade K – 0%.					
		2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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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. Teacher implementation of the use of the rubrics for grading.	2.1. Provide in-service to train teachers on scoring	2.1. Literacy Coach	2.1. Review writing samples and provide feedback to the students	2.1. Writing Scores on writing samples and the FCAT will increase, Write Score evaluation score (grades 3 and 4)
CELLA Goal #3: <i>Groveland Elementary will continue to focus on increasing the achievement level of ELL students in Writing</i>	2012 Current Percent of Students Proficient in Writing :					
	Grade 5 – 50% Grade 4 – 55% Grade 3 – 0% Grade 2 – 54% Grade 1 – 22% Grade K – 0%.					
		2.2. Changes to the FCAT Writing Test	2.2. Train teachers and students on new expectations and rubrics	2.2. Literacy Coach, Administration. District Curriculum Dept.	2.2. Writing samples	2.2. Increased scores on the FCAT Writing test
		2.3. Students not familiar with vocabulary	2.3. Expose students to English vocabulary within curriculum as well as ancillary programs	2.3. Classroom Teacher, ESOL TA	2.3. Utilize Rosetta Stone, bi-lingual dictionaries, bi-lingual adopted curriculum (when available) to enhance instruction	2.3. Write Score assessments Student work in conjunction with the rubric.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers do not know how to effectively use manipulatives as part of their instruction	Provide teachers training on using manipulative. Documentation of manipulative in lesson plans	Administration, teachers, Academic Coaches, District Personnel	Show mastery of LBA through charting student data and teacher/student data chats from weekly mini-assessments	Observation s, LBA scores, student grades, lesson plans
After careful analysis of the 2011-12 FCAT Data it is determined that the current math strategies and use of manipulatives will continue to be implemented with fidelity in order to maintain or increase student gains.	59 % of students scored at level 3 or above.	63% of student will score at level 3 or above.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	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.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers do not know how to effectively use manipulatives as part of their instruction	Provide teachers training on using manipulative. Documentation of manipulative in lesson plans	Administration, teachers, Academic Coaches, District Personnel	Show mastery of LBA through charting student data and teacher/student data chats from weekly mini-assessments	Observations, LBA scores, student grades, lesson plans
<i>After careful analysis of 2011-2012 FCAT data, it is determined that the current math strategies and use of manipulatives will continue to be implemented with fidelity in order to maintain or increase student gains.</i>	<i>59% scored at satisfactory in Mathematics</i>	<i>64% of student will score at level 3 or above.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Teachers not following the curriculum blue prints or utilizing the benchmark task cards.	2A.1. Provide teachers with the task cards and location of the blue prints. Documentation within lesson plans.	2A.1. CRT, Literacy Coach, academic coaches	2A.1. Charting the mastery of benchmarks through data charts and data analysis from mini benchmark assessments.	2A.1. Observations, mini benchmark assessment scores, student grades and lesson plans
<u>Mathematics Goal #2A:</u> <i>After careful analysis of 2011-2012 FCAT data, it is determined that Groveland Elementary will need to increase the number of students scoring in levels 4 and 5.</i>	<u>2012 Current Level of Performance:*</u> 59%	<u>2013 Expected Level of Performance:*</u> 64%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u> <i>After reviewing the 2011-2012 FCAT scores, it is determined that an increase of the number of students making learning gains in math is paramount for making Annual Progress. Implement a schedule and interventions to provide additional remediation to struggling students.</i>	<u>2012 Current Level of Performance:*</u> <i>64% of students demonstrated gains in Mathematics</i>	<u>2013 Expected Level of Performance:*</u> <i>67% of students will demonstrate gains in Mathematics</i>	Create a Master Schedule that will provide remediation time while meeting all other mandates	Train and monitor teachers on remedial strategies	Academic Coaches	Observation and progress monitoring of student achievement	Observation, LBA and FAIR data, classroom assessments, report cards
			3A.2.	3A.2.	3A.2	3A.2.	3A.2.
			Logistics of providing personnel to meet student needs	Utilize the Math Content Area Coach	Administrators	TEAM observations	Observations, LBA data reports.
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
				3B.1.	3B.1.	3B.1.	3B.1.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
					3B.2.	3B.2.	3B.2.

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Scheduling to provide remediation time while meeting all other mandates	4A.1. Restructure master Schedule, and utilize Math Content Area Coach	4A.1. Administration, CRT, Math Content Area Coach	4A.1. Observation and progress monitoring of student achievement.	4A.1. Observation, LBA data, classroom assessments
<u>Mathematics Goal #4A:</u> <i>After reviewing the 2011-2012 FCAT scores, it is determined that an increase of the number of students in the lowest 25% making learning gains in math is an integral part of the school grade. Groveland Elementary will identify and monitor the progress of students in the low quartile.</i>	<u>2012 Current Level of Performance:*</u> <i>69% of the students in the low quartile demonstrated learning gains in Math</i>	<u>2013 Expected Level of Performance:*</u> <i>72% of the students in the low quartile will demonstrate learning gains in Math</i>					
			4A.2. Teachers not implementing Math centers with fidelity	4A.2. Train teachers on Math centers	4A.2. Math Coach, District personnel	4A.2. Classroom walk throughs	4A.2. Lesson plans and TEAM assessments
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u> N/A	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), 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%. <u>Based on Historical data and projected improvements GES will reduce the percentage of students performing below level 3 from 41% to 21% by 2017</u>	Baseline data 2010-2011 59%		59%	64%	68%	71%	75%	79%
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. Mathematics Goal #5B: GES did not make Annual Progress for Black and Hispanic subgroups. The goal is to raise the level of performance for these subgroups by 5%.	2012 Current Level of Performance:* White:66% Black:38% Hispanic:58% Asian:63% American Indian: NA		5B.1. Students continue to struggle with recurring failures on standardized tests.	5B.1. Remediate students in research based reading strategies using Accelerated Math and District curriculum	5B.1. Teachers	5B.1. Edusoft Assessments Data Chats with Teachers	5B.1. Students Grades	
	2013 Expected Level of Performance:* White:71% Black:44% Hispanic:64% Asian:68% American Indian: NA		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: <i>According to 2011 FCAT data, ELL students did not make adequate progress. Strategies to target deficient areas of achievement will be implemented.</i>			5C.1. Poor attendance of students	5C.1. Better communication with parents through translation. Close monitoring of attendance	5C.1. Guidance, FSL and Admin.	5C.1. Attendance data	5C.1. Student grades AS400 data					
			<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td align="center">41%</td> <td align="center">51%</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	41%	51%	5C.2. Language barrier of parents	5C.2. Utilize FSL to translate and provide assistance with supplemental materials	5C.2. FSL and Parent Involvement TA	5C.2. Progress monitoring of student achievement	5C.2. Student grades, mini benchmark assessments and Edusoft.
			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>								
41%	51%											
	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. Mathematics Goal #5D: Implement strategies with fidelity that promote student achievement.			5D.1. Behavior issues interfering with academic progress.	5D.1. Implement PBS strategies Use Kagan structures in the classroom	5D.1. Teacher leaders, math coach, CRT	5D.1. Monitor student grades and data	5D.1. Edusoft mini benchmark assessments Referral data					
<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td align="center">30%</td> <td align="center">39%</td> </tr> </table>			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	30%	39%	5D.2. Time for math remediation	5D.2. Train teachers how to implement math centers correctly.	5D.2. Math coach, district personnel	5D.2. Classroom Walk Through Data analysis	5D.2. Edusoft mini benchmark assessments, student grades, STAR math data	
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>											
30%	39%											
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1	5E.1	5E.1.	5E.1.					
<u>Mathematics Goal</u> #5E: Decrease the number students that are economically disadvantaged who did not make Adequate Yearly Progress by 3%.	<u>2012 Current Level of Performance:*</u> 55%	<u>2013 Expected Level of Performance:*</u> 60%	Students continue to struggle with recurring failures on standardized tests.	Remediate students in research based math strategies using Accelerated Math and District curriculum	CRT, Math Content Area Coach Classroom teachers	LBA, Star Math	FCAT, STAR and LBA Reports					
								5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
								5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), 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%. <u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
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. <u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
3A. In six years, school will reduce their achievement gap by 50%. <u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011											
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. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.					
<table border="1"> <tr> <td rowspan="3"> <i>Enter narrative for the goal in this box.</i> </td> <td> 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: </td> <td> 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: </td> </tr> <tr> <td colspan="2">3B.2.</td> </tr> <tr> <td colspan="2">3B.3.</td> </tr> </table>	<i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.2.		3B.3.						
		<i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:								
			3B.2.									
3B.3.												
3B.2.		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.						
3B.3.		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.						

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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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						
	<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
<small>Please note that each strategy does not require a professional development or PLC activity.</small>						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
LBA. FCAT Star and data analysis	K-5 All Teachers	Literacy Coach and CRT	School-wide	Staff Development Wednesday	Data Chats	Grade Chairs, Administrators, CRT and Literacy Coach
GO-Math, Think Central	K-5 Teachers All Teachers	CRT, Math Resource Teacher	School-wide	Staff Development Wednesday	Ongoing Teacher monitoring	Technology Contact, CRT
FCAT Star Training	K-5 Teachers All Teachers	District ILS, Literacy Coach	School-wide	August 2011 and October 2011 Wednesday	Observation of differentiated instruction of math based on FCAT Star data	Administrators, Literacy Coach and CRT

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Math Tutoring	Teacher pay, supplies	SAI, Title 1	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Math Centers	Manipulatives, handouts	General Budget	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Students lack prior knowledge of science concepts	Follow Curriculum Guides. Utilize LBA (5 th) to check for understanding and hire a Science content area coach	Administration, CRT, Teachers	Pre and post testing for specific benchmarks in class.	Data Collection, school based assessments, pre and post test, FCAT and LBA data, Student grades.
To increase the percentage of students scoring 3 or above on the Science portion of the FCAT by 5%.	50% of students scored level 3 or above in Science	55% of students will score at level 3 or above in Science					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Teachers are neglecting to review previous year's benchmarks	Science Boot Camp Curricula, Science Lab	Science Coach, classroom teachers	Student assessment benchmarks	Student grades
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Need for Science technology curriculum	2A.1. Purchase supplemental software for science	2A.1. Administration, Science Coach, Classroom teachers	2A.1. Monitor and analyze data from the software	2A.1. Data Collection, school based assessments, pre and post test, FCAT.
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Challenge those students who are proficient in science by providing supplemental relevant activities.	50% scoring at level 3 or above	55%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
N/A	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

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

End of Biology 1 EOC Goals

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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
Science Strategies	K-5	CRT, District Curriculum Department	School-wide	Early Release Wednesday	Lesson Plans, Observation	Administrators, CRT

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
Increase Science Skills	Science Bootcamp	Title 1	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Science Labs	materials, software, hardware, supplies	Title 1, SAI	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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	Total:
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End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Teacher implementation of the use of the rubrics for grading.	1A.1. Provide in-service to train teachers on scoring	1A.1. Literacy Coach	A1.1. Review writing samples and provide feedback to the students	1A.1. Writing Scores on writing samples and the FCAT will increase, Write Score evaluation score (grades 3 and 4)
<u>Writing Goal #1A:</u> Student performance will increase as shown through the percent of students meeting high standards in writing.	<u>2012 Current Level of Performance:*</u> 84% of students scored at level 3 or above	<u>2013 Expected Level of Performance:*</u> 90% of students will score at level 3 or above	1A.2. Changes to the FCAT Writing Test	1A.2. Train teachers and students on new expectations and rubrics	1A.2. Literacy Coach, Administration. District Curriculum Dept.	1A.2. Writing samples	1A.2. Increased scores on the FCAT Writing test
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Teachers not familiar with the new scoring criteria.	1B.1. Inservice teachers on the new scoring requirements.	1B.1. Literacy Coach, District Teaching and Learning team	1B.1. Writing Samples	1B.1. Write Score Edusoft data
<u>Writing Goal #1B:</u> Students will increase their proficiency levels in writing.	<u>2012 Current Level of Performance:*</u> 84% of students scored at levels 3-5 on the 2012 FCAT	<u>2013 Expected Level of Performance:*</u> 87%	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Strategies	3,4	CRT, Lit. Coach	3,4	Grade level, Staff Development Wednesdays	Practice Prompts	Lit Coach, CRT

Writing Budget (Insert rows as needed)

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

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Total:

End of Writing Goals

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.	
Attendance Goal #1: Reduce the number of children with more than ten or more days absent.			Parents allowing their children to remain home without good cause or true illness.	Teacher contact parent and guidance after two missed days. Assign FSL to make contact with parents when attendance reaches a minimum number per 9 wks.	Family School Liaison, guidance (admin and social worker as needed)	Administrative Leadership Team will review data	Attendance reports, FIDO, absence documentation	
			<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>				
			96.4%	97%				
			<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>				
			3 students	Reduce by 10%				
			<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>				
10 students	Reduce by 10%							
			1.2.	1.2	1.2.	1.2.	1.2	
			Student Information on AS400 incorrect.	Utilize School Messenger to call the home on a daily basis when a student is absent.	Principal and AP	School Messenger Reports	School Messenger Reports, AS400 Reports.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
			Parents taking students out of the country during the regular school year.	Offer attendance rewards, stress the importance of attendance rules and student achievement. Give notice of school calendar in all newsletters	FSL, Guidance, Teacher, Administration	Review AS400 data	School Messenger Reports, AS400 Reports.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance procedures and expectations, PBS strategies	All	Asst. Principal	All teachers / FSL	Within first 9 weeks, ongoing	Attendance logs, Attendance Mtgs, RTI	Family School Liaison, Guidance, FSL, Data Clerk, teachers

Attendance Budget (Insert rows as needed)

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

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	Subtotal:
	Total:

End of Attendance Goals

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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.	1.1.	1.1.	1.1.	1.1.
Reduce the number of out of school suspensions by 10%			No personnel for ISS as an out of school suspension alternative	Continue to implement PBS at the school to involve the entire faculty and staff in a school culture shift related to behavioral expectations. Administrators and Leadership Team make classroom visits at least 3 times per week.	Principal, AP and Guidance Counselors	Monthly review of PBS and discipline data	AS400, FIDO, PBS database
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	N/A	N/A					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	N/A	N/A					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	129	Reduce by 10%					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
83	Reduce by 10%						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS training and expectations, Teachers teaching school-wide expectations which are posted throughout the school	All	Asst. Principal	All	Staff Development Wednesdays	Monthly Monitoring	Guidance, PBS team
Referral writing and discipline procedures	All	Asst. Principal	Teachers and Teacher Asst.	By Sept. 30 th	Weekly Monitoring	Asst. Principal

Suspension Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

End of Suspension Goals

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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.
Dropout Prevention Goal #1: N/A	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	1.1. Parent attendance, language barriers, work schedules, transportation.	1.1. Increase parent involvement through various communication tools and increase parent awareness of those tools, such as: newsletters, internet, website, Marquee, notices, email, change times of activities to accommodate parents.	1.1. Family School Liaison	1.1. Observation, conferences, surveys and suggestions	1.1. Parent logs, attendance sheets, parent surveys
Increase parent involvement and provide Parent workshops and other opportunities for parents to be involved.	Approximately 75%(400) involved in some form of school activity	80% (426) of our parents will participate in school activities					
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
			1.2 Lack of interest and motivation	1.2 Provide student and parent incentives	1.2 FSL, PTO, parent involvement TA	1.2 FSL	1.2. Attendance Sheets
			1.3 Limited parent involvement in PTO	1.3. Link FSL to PTO	1.3. FSL and PTO, parent involvement TA	1.3. Increased PTO membership	1.3. Increased memberships, sign in sheets, surveys

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
Increase parent involvement	All	Family School Liaison, parent involvement TA	School wide	Grade level meetings	Observation, attendance sheets	Family School Liaison, parent involvement TA

June 2012
Rule 6A-1.099811

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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
Hire Family School Liaison	Personnel	Title 1	12, 087.43
			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
			12, 087.43 Subtotal:
			12, 087.43 Total:

End of Parent Involvement Goal(s)

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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
<u>STEM Goal #1:</u> Increase Use of Instructional Technology. 95% of our teachers use technology on a daily basis as an instructional tool. 100% of our teachers will use technology on a daily basis.	1.1. Teachers afraid of technology and don't want to try something new.	1.1. Provide support and In-services to alleviate the fear.	1.1. Tech Con, Administrators	1.1. Classroom Walk -throughs, Observations	1.1. Teacher Observations

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
Edusoft, FCAT Star, RtI Training, eSembler data	K-5	Guidance Counselors, CRT and Literacy Coach, ILS	All teachers	August – June as needed	Observation, Data Notebooks and Data Chats View eSembler data	Administrators, Guidance Counselors, CRT and Literacy Coach

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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)

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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
<u>CTE Goal #1:</u> N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:			Increased Media exposure of Bullying	Educate parents, students and staff of what is considered bullying and what's not.	Assistant Principal	Monitor referrals	SESIR Report and AS400 reports
Educate parents, students and staff of the District Bullying Policy	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	100% (112) staff 100%(836) students Parents 100% exposed to material	100% in all groups.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS/Bullying	K-5	Assistant Principal, Guidance	All grade levels	August through June as needed.	Review of referral content, AS400 bullying statistics	Assistant Principal

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

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

End of Additional Goal(s)

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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:
	12,087.43 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		
<input type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
<i>Besides the meetings, I wasn't sure what you wanted in here.</i>

Describe the projected use of SAC funds.	Amount