

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lacooshee Elementary School	District Name: Pasco
Principal: Shirley Ray	Superintendent: Heather Fiorentino
SAC Chair: Claudia Ratcliff	Date of School Board Approval: October 16, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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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	Shirley Ray	Educational Leadership, Elementary Education 1-6	1	6	2006-2007 A AYP (Yes) SOES 2007-2008 A AYP (No - 92%) SOES 2008-2009 A AYP (Yes - 100%) SOES 2009-2010 A AYP (No - 92%) SOES 2010-2011 A AYP (Yes - 100%) SOES 2010-2011 D AYP (No) LES 2011-2012 D LES
Assistant Principal	Sherri Dunham	Educational Leadership, Special Education K-12	1	9	2010-2011 D AYP (No) LES 2011-2012 D LES

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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	Jay Szwest	Elementary Education (1-6), ESOL	15	3	2009-10 C AYP(No) 2010-11 D AYP(No) 2011-12 D
Mathematics	Marcia Lee	Elementary Education (1-6)	2.5	2.5	2010-11 D AYP(No) 2011-12 D
Reading	Cheryl Nichols	Elementary Education (1-6), Primary Education (K-3)	8	3.5	2009-10 C AYP(No) 2010-11 D AYP(No) 2011-12 D
Science	Susan McKenna	Elementary Education (1-6)	.5	.5	2011-12 D
Reading/Literacy	Michele Martinez	Educational Media Specialist, (prekindergarten - Grade 12), Elementary Education, (grades 1 - 6), General Science (grades 5-9), Primary Education (grades K-3)	5	2	2009-10 C AYP(No) 2011-12 D

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. School wide professional support through professional development and Instructional Coaches	Administration	ongoing
2. Haberman Star Teacher Selection: identifies candidates who have the potential to become excellent teachers, especially educators who serve students at-risk and in poverty.	Administration	ongoing

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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
NA	NA

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
39	33% (13)	21% (8)	26% (10)	21% (8)	21% (8)	100% (39)	8% (3)	0% (0)	46% (18)

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
Elvira Szwest	Courtney Burgess	Elvira has a strong background in primary curriculum to support Courtney’s first year in Pasco County.	Monthly face to face meetings
Elvira Szwest	Brittnye Vazquez	Elvira has a strong background in primary curriculum to support Brittnye’s first year in Pasco County.	Monthly face to face meetings

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Cheryl Nichols	Pamela Paulin	Cheryl has a strong background in primary curriculum to support Pamela's first year in Pasco County.	Monthly face to face meetings
Jay Szwest	Mallie Neese	Jay has a strong background in intermediate curriculum to support Mallie's first year in Pasco County.	Monthly face to face meetings
Jay Szwest	Kristen Bloxsom	Jay has a strong background in intermediate curriculum to support Kristen's first year in Pasco County.	Monthly face to face meetings
Deana Valdez	Carmen Price	Deana has a strong background in primary curriculum to support Carmen's first year in Pasco County.	Monthly face to face meetings
Deana Valdez	Griselle Lopez-Deese	Deana has a strong background in primary curriculum to support Griselle's first year in Pasco County.	Monthly face to face meetings
Ben Aguilar	Laura Schroeder	Ben has a strong background in primary curriculum to support Laura's first year in Pasco County.	Monthly face to face meetings
Ben Aguilar	Turquoise Sampson	Ben has a strong background in primary curriculum to support Turquoise's first year in Pasco County.	Monthly face to face 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.

<p>Title I, Part A Title I funds will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of Lacochee Elementary. Title I funds will also provide extra support by offering parent education opportunities such as University for Parents. Students will be given the opportunity to attend extended school day, extended school year opportunities through Migrant, Science and Technology Camps.</p>
<p>Title I, Part C- Migrant Title I, Part C- Migrant funds will be used to provide Instructional Assistants to serve migrant and/or homeless students at Lacochee Elementary. Title I, Part C- Migrant students will be offered the opportunity to attend Migrant extended school year.</p>
<p>Title I, Part D</p>
<p>Title II Title II and Title I funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of Lacochee Elementary. IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Instruction/Intervention and positive behavior supports (RTI) strategies that are proven to work with all students, including students with disabilities and students with behavior problems.</p>
<p>Title III Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering after school tutoring in academic language acquisition, to assist ELL's in meeting the academic content and English Proficiency.</p>
<p>Title X- Homeless Title X will coordinate Students in Transition to provide stability for homeless students.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level I readers.</p>
<p>Violence Prevention Programs GREAT (Gang Resistance Education and Training), Anti-Bullying campaigns, and Cyber Safety will be offered as violence prevention programs.</p>
<p>Nutrition Programs Title I funds will be coordinated with Healthy Snacks and nutrition programs to provide healthy snacks and free breakfast for all students, and free and reduced lunch.</p>
<p>Housing Programs Coordination with local section 8 housing that surrounds the school.</p>
<p>Head Start Head Start and Volunteer Pre-K services provide opportunities for early childhood learning, and FLDRS offers screening for at-risk 2-4 year olds.</p>
<p>Adult Education N/A</p>
<p>Career and Technical Education N/A</p>

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Job Training Cooperation with Career Central and other job training programs to support parent and family needs.
Other

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Literacy Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding databased instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

MTSS Coach: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

School Psychologist: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child- serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 team meets weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level

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and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify the Tier of support as indicated by the data and recommend professional development, available resources and/or interventions. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The MTSS Leadership Team analyzed data, determined focus, and decided on teaching and learning strategies/processes and procedures necessary to provide optimum learning opportunities for all students. (Organizational patterns and ESE Continuum of Services)

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 and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Office Discipline Referrals

Progress Monitoring: PMRN, FAIR, CORE K12, Weekly and Unit Reading Assessments

End Of Year: FAIR, FCAT

Describe the plan to train staff on MTSS.

All kindergarten and first grade teachers and targeted leadership staff have been district trained on tiers I, II and III. Training will roll forward grade to grade annually. All staff has been trained at the awareness level. The school psychologist and RTI coach will provide coaching and mentoring throughout the year to all staff.

Describe the plan to support MTSS.

Our school supports MTSS by conducting School Based Intervention Team (Sbit) meetings weekly. This year, we will begin the process of Teacher Based Intervention Team meetings (Tbit). We will support this process through a gradual release, with training that begins with teams meeting to discuss data, guided through the process by coaches. Progress monitoring, data analysis and individual student intervention strategies are developed as a team and support staff members actively assist the classroom teachers with interventions. Support staff members that provide assistance are a Literacy Coach, a Reading Resource teacher, a Math Resource teacher, and a Science Coach and two instructional assistants. The Instructional Assistants provide classroom coverage and services to students on grade level while the certified teachers provide intervention services to those students that are below grade level and in need of additional tier support. Each grade specific team, along with support staff and administration, meet regularly to discuss all students that are receiving additional interventions and chart current academic levels. Based on progress or lack of, student groups are revised and additional services are planned.

Literacy Leadership Team (LLT)

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Shirley Ray/Principal Sherri Dunham/Assistant Principal Jay Szwast/Literacy Coach Michele Martinez/Media Specialist Cheryl Nichols/Reading Resource Teacher David Frias/Intermediate Teacher (5 th) Marcie Lee/Math Resource Teacher Susan McKenna/Science Coach Jessica White/Primary Teacher (K) Christiane Johnson/Primary Teacher (1 st) Ben Aguilar/Primary Teacher (3 rd) Anna Strazi/Intermediate Teacher (4 th) Deana Valdez/Primary (2 nd) Dave Armstrong, School Psychologist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will utilize the problem-solving framework to build capacity in the school. They will engage in the gradual release of responsibility to ensure all student needs are being met. The LLT will meet monthly with the literacy coach acting as the chairperson.
What will be the major initiatives of the LLT this year? CCSS, lesson planning, MTSS, and writing in response to reading

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.

At Lacochee Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual and group needs and to assist in the development of instructional/intervention programs. All students are assessed in academic readiness.

**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.			1A.1. Unpacking the standards	1A.1. 1. Provide copy of standards, benchmarks, test specs, curriculum maps and pacing guides when available 2. Coordinating assessments and instructional pacing 3. Coaching cycle	1A.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.1. 1. Targeted PD (Unpacking the Standards) aligned with Evaluation System 2. Rigor & Cognitive Complexity	1A.1. 1. Walk-Throughs 2. Product Review (Lesson Plan Templates) 3. Connect to Teacher Evaluation System 4. Scheduled Data Chats/Conferences 5. Pacing Checks during Grade Level Meetings (PLC)
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, students in grades 3-5 achieving a Level 3 for reading on the 2013 FCAT 2.0 reading test will increase from 24% (45) to at least 34% (64).	24% (45)	34% (64)					
			1A.2. Gradual release	1A.2. 1. Collaborative lesson planning 2. Provide examples of lesson plans 3. LFS plan format 4. Differentiated instruction planning and delivery 5. Coaching cycle	1A.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.2. 1. Targeted PD (Unlocking the Secrets) Aligned with Evaluation System 2. Gradual Release of Responsibility 3. Coaching using Gradual Release of Responsibility	1A.2. 1. Walk-Throughs and 5X5 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Teacher Evaluation System – Focused Feedback 5. Teacher Conferences
			1A.3. Best practices	1A.3. 1. Use of high probability instructional strategies 2. Coaching cycle using GRR 3. <u>Becoming a Reflective Teacher</u> Book Study 4. Coaching cycle	1A.3. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.3. 1. Targeted PD (Planning with the End in Mind; Unlocking The Secrets) aligned with Evaluation System 2. Lesson Study	1A.3. 1. Walk-Throughs – Common Board Configuration 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Next: Lesson Study Data

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		1A.4. Problem Solving/FCIM	1A.4 <ol style="list-style-type: none"> 1. Use of common assessments (FAIR, Core K-12, Unit assessments) 2. Collaborative analysis of student work) 3. MTSS 4. FCIM 5. Coaching Cycle 	1A.4 <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	1A.4 <ol style="list-style-type: none"> 1. Targeted PD (MTSS) Aligned with Evaluation System 2. Time in Grade Level Meetings 	1A.4 <ol style="list-style-type: none"> 1. Availability of Data 2. P-SAPSI 3. PLC Minutes 4. FAIR
		1A.5. Student Engagement	1A.5. <ol style="list-style-type: none"> 1. Collaborative Structure 2. Accountable talk 3. Targeted PD (Growth Mindset) 4. Targeted PD (Classroom rules and procedures) 5. Establish and communicate learning goals, track student progress, and celebrate success 6. <u>The Highly Engaged Classroom</u> Book Study 7. Coaching Cycle 8. Use of a common board configuration 	1A.5. <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	1A.5. <ol style="list-style-type: none"> 1. Targeted PD aligned with Evaluation System 	1A.5. <ol style="list-style-type: none"> 1. Student Goal Setting 2. Walk-Throughs 3. 5X5 4. Teacher Evaluation System 5. Teacher Conferences
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			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 in reading. Reading Goal #2A: By June 2013, students in grades 3-5 scoring at or above Achievement Levels 4 in reading on the 2013 FCAT 2.0 reading test will increase from 9% (16) to at least 19% (36).			2A.1. Unpacking the standards	2A.1. 1. Provide copy of standards, benchmarks, test specs, curriculum maps and pacing guides when available 2. Coordinating assessments and instructional pacing 3. Coaching cycle	2A.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	2A.1. 1. Targeted PD (Unpacking the Standards) aligned with Evaluation System 2. Rigor & Cognitive Complexity	2A.1. 1. Walk-Throughs 2. Product Review (Lesson Plan Templates) 3. Connect to Teacher Evaluation System 4. Scheduled Data Chats/Conferences 5. Pacing Checks during Grade Level Meetings (PLC)
			2A.2. Gradual release	2A.2. 1. Collaborative lesson planning 2. Provide examples of lesson plans 3. LFS plan format 4. Differentiated instruction planning and delivery 5. Coaching cycle	2A.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	2A.2. 1. Targeted PD (Unlocking the Secrets) Aligned with Evaluation System 2. Gradual Release of Responsibility 3. Coaching using Gradual Release of Responsibility	2A.2. 1. Walk-Throughs and 5X5 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Teacher Evaluation System – Focused Feedback 5. Teacher Conferences
			2A.3. Best practices	2A.3. 1. Use of high probability instructional strategies 2. Coaching cycle using GRR 3. <u>Becoming a Reflective Teacher</u> Book Study 4. Coaching cycle	2A.3. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	2A.3. 1. Targeted PD (Planning with the End in Mind; Unlocking The Secrets) aligned with Evaluation System 2. Lesson Study	2A.3. 1. Walk-Throughs – Common Board Configuration 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Next: Lesson Study Data
			2A.4. Problem Solving/FCIM	2A.4. 1. Use of common assessments (FAIR, Core K-12, Unit assessments) 2. Collaborative analysis of student work) 3. MTSS 4. FCIM 5. Coaching Cycle	2A.4. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	2A.4. 1. Targeted PD (MTSS) Aligned with Evaluation System 2. Time in Grade Level Meetings	2A.4. 1. Availability of Data 2. P-SAPSI 3. PLC Minutes 4. FAIR
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
9% (16)	19% (36)						

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		2A.5. Student Engagement	2A.5. 1. Collaborative Structure 2. Accountable talk 3. Targeted PD (Growth Mindset) 4. Targeted PD (Classroom rules and procedures) 5. Establish and communicate learning goals, track student progress, and celebrate success 6. <u>The Highly Engaged Classroom</u> Book Study 7. Coaching Cycle 8. Use of a common board configuration	2A.5. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	2A.5. 1. Targeted PD aligned with Evaluation System	2A.5. 1. Student Goal Setting 2. Walk-Throughs 3. 5X5 4. Teacher Evaluation System 5. Teacher Conferences
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Integration and Differentiation	3A.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students 4. Use of appropriate texts and supplemental materials	3A.1. 1. Administration 2. Literacy Coach 3. School Based Leadership Team	3A.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	3A.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, students in grades 3-5 making learning gains in reading on the 2013 FCAT 2.0 reading test will increase from 36% (68) to at least 50% (94).	36% (68)	50% (94)					
			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 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>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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.			4A.1. Best practices	4A.1. 1. Progress monitoring 2. Planning time for progress monitoring	4A.1. 1. Administration 2. Literacy Coach 3. School Based Leadership Team	4A.1. 1. MTSS data chats	4A.1. 1. FAIR and OPM data
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, students in grades 3-5 within the lowest 25% making learning gains in reading on the 2013 FCAT 2.0 reading test will increase from 15% (3) to at least 50% (10).	15% (3)	50% (10)					
			4A.2. Tiered levels of support	4A.2. 1. Provide common planning time for all members of teams to plan together	4A.2. 1. Administration 2. Literacy Coach 3. School Based Leadership Team	4A.2. 1. MTSS data chats	4A.2. 1. FAIR and OPM data
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
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>					
<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>					
			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%. Baseline data 2010-2011 28% (57)	Reading Goal #5A: By 2016-2017, 75% (140) of our students will be proficient in Reading.	33% (61)	41% (77)	50% (94)	58% (108)	67% (125)	75% (140)
		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. Reading Goal #5B: By June 2013, students in grades 3-5 subgroups of White, Black and Hispanic for reading on the 2013 FCAT 2.0 reading test will increase the percentage achieving mastery in the subgroup of White students from 35% (20) to 45% (26), the percentage achieving mastery in the subgroup of Black students from 42% (11) to 52% (14), and percentage achieving mastery in the subgroup of Hispanic students from 28% (26) to 38% (35).	2012 Current Level of Performance:* White: 65% (37) Black: 58% (15) Hispanic: 72% (66) Asian: American Indian:	2013 Expected Level of Performance:* White: 55% (31) Black: 48% (13) Hispanic: 62% (57) Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian: Master Schedule	5B.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students	5B.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5B.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5B.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
		5B.2. Differentiation (Enrichment and Remediation)	5B.2 1. Use of appropriate texts and supplemental materials	5B.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5B.2. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5B.2. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences	
		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. Master Schedule	5C.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students	5C.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5C.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5C.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, English Language Learners (ELL) students in grades 3-5 for reading on the 2013 FCAT 2.0 reading test will increase the percentage achieving mastery from 18% (8) to 50% (23).	82% (37)	50% (23)					
			5C.2. Differentiation (Enrichment and Remediation)	5C.2. 1. Use of appropriate texts and supplemental materials	5C.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5C.2. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5C.2. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
			5C.3. Limited English Proficiency in English language	5C.3. 1. Imagine Learning program	5C.3. 1. ELL Coach 2. ELL IAs	5C.3. 1. Targeted students' progress is assessed using FAIR benchmark assessment, CELLA, IPT, and progress monitoring data.	5C.3. 1. FAIR data
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Master Schedule	5D.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students	5D.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5D.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5D.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, Students with Disabilities (SWD) students in grades 3-5 for reading on the 2013 FCAT 2.0 reading test will increase the	88% (21)	50% (14)					
			5D.2. Differentiation (Enrichment and Remediation)	5D.2. 1. Use of appropriate texts and supplemental materials	5D.2. 1. Administration 2. Instructional Coaches 3. School Based	5D.2. 1. Targeted PD (Differentiated Instruction, FCIM)	5D.2. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences

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percentage achieving mastery from 12% (3) to 50% (14).				Leadership Team	2. Use of Supplemental Materials	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: By June 2013, Economically Disadvantaged students in grades 3-5 for reading on the 2013 FCAT 2.0 reading test will increase the percentage achieving mastery from 31% (56) to 50% (90).			5E.1. Master Schedule	5E.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students	5E.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5E.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5E.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences		
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5E.2. Differentiation (Enrichment and Remediation)	5E.2. 1. Use of appropriate texts and supplemental materials	5E.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5E.2. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5E.2. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
			69% (124)	50% (90)	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
Literacy Strategies	K-5	Literacy Coach	School-wide	Weekly	Weekly PLC's	Administration and Literacy Coach
Action 100	K-5	Administration/Literacy Coach	School-wide	Monthly	Progress monitoring monthly	Administration and Literacy Coach

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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	Amount
Independent Reading and Student Conferences	Action 100	Title I	30,000
			Subtotal: \$30,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD on Action 100	Coaching on Action 100	Title I	30,000
			Subtotal:\$30,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$60,000.00

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. Language	1.1. 1. Imagine Learning software funded through Title III 2. Access to additional language development resources (books, dictionaries, instructional assistant, etc.) 3. Highly qualified teachers (ESOL certified/endorsed)	1.1. 1. Principal 2. Assistant Principals 3. ESOL Resource Teacher 4. Classroom teachers	1.1. 1. Administrative Walk-throughs 2. Teacher Evaluations/Observations 3. Student data from language learning software programs 4. Student data from FCAT, CELLA and other classroom assessments 5. AMAO data (growth and proficiency)	1.1. 1. CELLA (Listening, Speaking, Reading and Writing) 2. FCAT (Reading and Writing) 3. Florida Writes 4. CELLA Online (District Eligibility test) 5. Language Learning software assessments 6. Imagine Learning reports
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
By June 2013, students in grades K-5 scoring proficient in listening/speaking on the 2013 CELLA test will increase from 50% (62) to at least 65% (81).	50% (62)					
		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. Language	2.1. 1. Imagine Learning software funded through Title III 2. Access to additional language development resources (books, dictionaries, instructional assistant, etc.) 3. Highly qualified teachers (ESOL certified/endorsed)	2.1. 1. Principal 2. Assistant Principals 3. ESOL Resource Teacher 4. Classroom teachers	2.1. 1. Administrative Walk-throughs 2. Teacher Evaluations/Observations 3. Student data from language learning software programs 4. Student data from FCAT, CELLA and other classroom assessments 5. AMAO data (growth and proficiency)	2.1. 1. CELLA (Listening, Speaking, Reading and Writing) 2. FCAT (Reading and Writing) 3. Florida Writes 4. CELLA Online (District Eligibility test) 5. Language Learning software assessments 6. Imagine Learning reports
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
By June 2013, students in grades K-5 scoring proficient in reading on the 2013 CELLA test will increase from 21% (26) to at least 36%	21% (26)					

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(59).		2.2.	2.2.	2.2.	2.2.	2.2.
		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. Language	2.1. 1. Imagine Learning software funded through Title III 2. Access to additional language development resources (books, dictionaries, instructional assistant, etc.) 3. Highly qualified teachers (ESOL certified/endorsed)	2.1. 1. Principal 2. Assistant Principals 3. ESOL Resource Teacher 4. Classroom teachers	2.1. 1. Administrative Walk-throughs 2. Teacher Evaluations/Observations 3. Student data from language learning software programs 4. Student data from FCAT, CELLA and other classroom assessments 5. AMAO data (growth and proficiency)	2.1. 1. CELLA (Listening, Speaking, Reading and Writing) 2. FCAT (Reading and Writing) 3. Florida Writes 4. CELLA Online (District Eligibility test) 5. Language Learning software assessments 6. Imagine Learning reports
CELLA Goal #3: By June 2013, students in grades K-5 scoring proficient in writing on the 2013 CELLA test will increase from 19% (24) to at least 34% (56).	2012 Current Percent of Students Proficient in Writing : 19% (24)	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0.00

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. Unpacking the standards	1A.1. 1. Provide copy of standards, benchmarks, test specs, curriculum maps and pacing guides when available 2. Coordinating assessments and instructional pacing 3. Understanding of the Next Generation Sunshine State Standards and new math textbook 4. Coaching cycle	1A.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.1. 1. Targeted PD (Unpacking the Standards) aligned with Evaluation System 2. Rigor & Cognitive Complexity	1A.1. 1. Walk-Throughs 2. Product Review (Lesson Plan Templates) 3. Connect to Teacher Evaluation System 4. Scheduled Data Chats/Conferences 5. Pacing Checks during Grade Level Meetings (PLC)
Mathematics Goal #1A: By June 2013, students in grades 3-5 achieving a Level 3 for math on the 2013 FCAT math test will increase from 14% (27) to at least 24% (35).	<u>2012 Current Level of Performance:*</u> 14% (27)	<u>2013 Expected Level of Performance:*</u> 24% (35)	1A.2. Gradual release	1A.2. 1. Collaborative lesson planning 2. Provide examples of lesson plans 3. LFS plan format 4. Differentiated instruction planning and delivery 5. Coaching cycle	1A.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.2. 1. Targeted PD (Unlocking the Secrets) Aligned with Evaluation System 2. Gradual Release of Responsibility 3. Coaching using Gradual Release of Responsibility	1A.2. 1. Walk-Throughs and 5X5 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Teacher Evaluation System – Focused Feedback 5. Teacher Conferences
			1A.3. Best practices	1A.3. 1. Use of high probability instructional strategies 2. Coaching cycle using GRR 3. <u>Becoming a Reflective Teacher</u> Book Study 4. Coaching cycle	1A.3. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.3. 1. Targeted PD (Planning with the End in Mind; Unlocking The Secrets) aligned with Evaluation System 2. Lesson Study	1A.3. 1. Walk-Throughs – Common Board Configuration 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Next: Lesson Study Data

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		1A.4. Problem Solving/FCIM	1A.4 1. Use of common assessments (FAIR, Core K-12, Unit assessments) 2. Collaborative analysis of student work) 3. MTSS 4. FCIM 5. Coaching Cycle	1A.4 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.4 1. Targeted PD (MTSS) Aligned with Evaluation System 2. Time in Grade Level Meetings	1A.4 1. Availability of Data 2. P-SAPSI 3. PLC Minutes
		1A.5. Student Engagement	1A.5. 1. Collaborative Structure 2. Accountable talk 3. Targeted PD (Growth Mindset) 4. Targeted PD (Classroom rules and procedures) 5. Establish and communicate learning goals, track student progress, and celebrate success 6. <u>The Highly Engaged Classroom</u> Book Study 7. Coaching Cycle 8. Use of a common board configuration	1A.5. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.5. 1. Targeted PD aligned with Evaluation System	1A.5. 1. Student Goal Setting 2. Walk-Throughs 3. 5X5 4. Teacher Evaluation System 5. Teacher Conferences
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>	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>				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p> <p>Mathematics Goal #2A:</p> <p>By June 2013, students in grades 3-5 achieving at levels 4 and 5 for math 2013 FCAT math test will increase from 4% (7) to at least 6% (12).</p>			2A.1. Unpacking the standards	<p>2A.1.</p> <ol style="list-style-type: none"> 1. Provide copy of standards, benchmarks, test specs, curriculum maps and pacing guides when available 2. Coordinating assessments and instructional pacing 3. Understanding of the Next Generation Sunshine State Standards and new math textbook 4. Coaching cycle 	<p>2A.1.</p> <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<p>2A.1.</p> <ol style="list-style-type: none"> 1. Targeted PD (Unpacking the Standards) aligned with Evaluation System 2. Rigor & Cognitive Complexity 	<p>2A.1.</p> <ol style="list-style-type: none"> 1. Walk-Throughs 2. Product Review (Lesson Plan Templates) 3. Connect to Teacher Evaluation System 4. Scheduled Data Chats/Conferences 5. Pacing Checks during Grade Level Meetings (PLC)
			2A.2. Gradual release	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Collaborative lesson planning 2. Provide examples of lesson plans 3. LFS plan format 4. Differentiated instruction planning and delivery 5. Coaching cycle 	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Targeted PD (Unlocking the Secrets) Aligned with Evaluation System 2. Gradual Release of Responsibility 3. Coaching using Gradual Release of Responsibility 	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Walk-Throughs and 5X5 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Teacher Evaluation System – Focused Feedback 5. Teacher Conferences
			2A.3. Best practices	<p>2A.3.</p> <ol style="list-style-type: none"> 1. Use of high probability instructional strategies 2. Coaching cycle using GRR 3. <u>Becoming a Reflective Teacher</u> Book Study 4. Coaching cycle 	<p>2A.3.</p> <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<p>2A.3.</p> <ol style="list-style-type: none"> 1. Targeted PD (Planning with the End in Mind; Unlocking The Secrets) aligned with Evaluation System 2. Lesson Study 	<p>2A.3.</p> <ol style="list-style-type: none"> 1. Walk-Throughs – Common Board Configuration 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Next: Lesson Study Data
			2A.4. Problem Solving/FCIM	<p>2A.4.</p> <ol style="list-style-type: none"> 1. Use of common assessments (FAIR, Core K-12, Unit assessments) 2. Collaborative analysis of student work) 3. MTSS 4. FCIM 	<p>2A.4.</p> <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<p>2A.4.</p> <ol style="list-style-type: none"> 1. Targeted PD (MTSS) Aligned with Evaluation System 2. Time in Grade Level Meetings 	<p>2A.4.</p> <ol style="list-style-type: none"> 1. Availability of Data 2. P-SAPSI 3. PLC Minutes
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
4% (7)	6% (12)						

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			5. Coaching Cycle			
		2A.5. Student Engagement	2A.5. 1. Collaborative Structure 2. Accountable talk 3. Targeted PD (Growth Mindset) 4. Targeted PD (Classroom rules and procedures) 5. Establish and communicate learning goals, track student progress, and celebrate success 6. <u>The Highly Engaged Classroom</u> Book Study 7. Coaching Cycle 8. Use of a common board configuration	2A.5. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	2A.5. 1. Targeted PD aligned with Evaluation System	2A.5. 1. Student Goal Setting 2. Walk-Throughs 3. 5X5 4. Teacher Evaluation System 5. Teacher Conferences
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.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. Integration and Differentiation	3A.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students 4. Use of appropriate texts and supplemental materials	3A.1. 1. Administration 2. Math Resource Teacher 3. District Instructional Trainer/Coach 4. School Based Leadership Team	3A.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	3A.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences 4. Common Unit Pre/Post Tests 5. CORE K-12 Benchmark Assessments
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, students in grades 3-5 making learning gains for math 2013 FCAT math test will increase from 28% (52) to at least 50% (94).	28% (52)	50% (94)					
			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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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. Mathematics Goal #4A: By June 2013, students in grades 3-5 within the lowest 25% making learning gains for math 2013 FCAT math test will increase from 28% (52) to at least 50% (94).			4A.1. Best practices	4A.1. 1. Progress monitoring 2. Planning time for progress monitoring	4A.1. 1. Administration 2. Math Resource Teacher 3. School Based Leadership Team	4A.1. 1. MTSS data chats	4A.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences 4. Common Unit Pre/Post Tests 5. CORE K-12 Benchmark Assessments		
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.2. Tiered levels of support	4A.2. 1. Provide common planning time for all members of teams to plan together	4A.2. 1. Administration 2. Math Resource Teacher 3. School Based Leadership Team	4A.2. 1. MTSS data chats	4A.2. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences 4. Common Unit Pre/Post Tests 5. CORE K-12 Benchmark Assessments
			14% (3)	50% (11)	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. Mathematics Goal #4B: Enter narrative for the goal in this box.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	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		18% (34)	41% (77)	50% (94)	58% (108)	67% (125)	75% (140)	
	27% (53)								
Mathematics Goal #5A: By 2016-2017, 75% (140) of our students will be proficient in Mathematics.									
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: By June 2013, students in grades 3-5 subgroups of White, Black and Hispanic for mathematics on the 2013 FCAT 2.0 math test will increase the percentage achieving mastery in the subgroup of White students from 19% (11) to 50% (29), the percentage achieving mastery in the subgroup of Black students from 12% (3) to 50% (13), and percentage achieving mastery in the subgroup of Hispanic students from 18% (17) to 50% (46).		5B.1. White: Black: Hispanic: Asian: American Indian: Master Schedule	5B.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students	5B.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5B.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5B.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		5B.2. Differentiation (Enrichment and Remediation)	5B.2. 1. Use of appropriate texts and supplemental materials	5B.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5B.2. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5B.2. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences	
	White: 81% (46) Black: 88% (23) Hispanic: 82% (75) Asian: American Indian:	White: 50% (29) Black: 50% (13) Hispanic: 50% (46) Asian: American Indian:		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. Master Schedule	5C.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students	5C.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5C.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5C.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, English Language Learners (ELL) students in grades 3-5 for mathematics on the 2013 FCAT 2.0 mathematics test will increase the percentage achieving mastery from 9% (4) to 50% (23).	91% (41)	50% (23)					
			5C.2. Differentiation (Enrichment and Remediation)	5C.2. 1. Use of appropriate texts and supplemental materials	5C.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5C.2. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5C.2. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
			5C.3. Limited English Proficiency in English language	5C.3. 1. Imagine Learning program	5C.3. 1. ELL Coach 2. ELL IAs	5C.3. 1. Targeted students' progress is assessed using FAIR benchmark assessment, CELLA, IPT, and progress monitoring data.	5C.3. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences 4. Common Unit Pre/Post Tests 5. CORE K-12 Benchmark Assessments
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. Master Schedule	5D.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students	5D.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5D.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5D.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, Students with Disabilities (SWD) students in grades 3-5	89% (24)	50% (12)					

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for mathematics on the 2013 FCAT 2.0 mathematics test will increase the percentage achieving mastery from 11% (3) to 50% (12).		5D.2. Differentiation (Enrichment and Remediation)	5D.2. 1. Use of appropriate texts and supplemental materials	5D.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5D.2. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5D.2. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
		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. Master Schedule	5E.1. 1. Progress monitoring and planning for progress monitoring 2. Provide common planning time for all members of teams to plan together 3. Build time for tiered supports to better meet needs of ALL students	5E.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5E.1. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials	5E.1. 1. Master Schedule 2. Walk-Throughs 3. Teacher Conferences
Mathematics Goal #5E: By June 2013, Economically Disadvantaged students in grades 3-5 for mathematics on the 2013 FCAT 2.0 mathematics test will increase the percentage achieving mastery from 16% (29) to 50% (90).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	84% (150)	50% (90)					
				5E.2. Differentiation (Enrichment and Remediation)	5E.2. 1. Use of appropriate texts and supplemental materials	5E.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	5E.2. 1. Targeted PD (Differentiated Instruction, FCIM) 2. Use of Supplemental Materials
			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:	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>					
			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:	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>					
			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.1.	2A.1.	2A.1.	2A.1.	2A.1.
			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.1.	2B.1.	2B.1.	2B.1.	2B.1.
			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.
Mathematics Goal #4A: <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>	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: <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>	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%. Mathematics Goal #5A: <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. Mathematics Goal #5B: <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:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: <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>	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.
Mathematics Goal #5D: <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>	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.
Mathematics Goal #5E: <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>					
			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: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: 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.					
			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: 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.					
			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

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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:*	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 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:*	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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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%. Algebra 1 Goal #3A: <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>	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.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

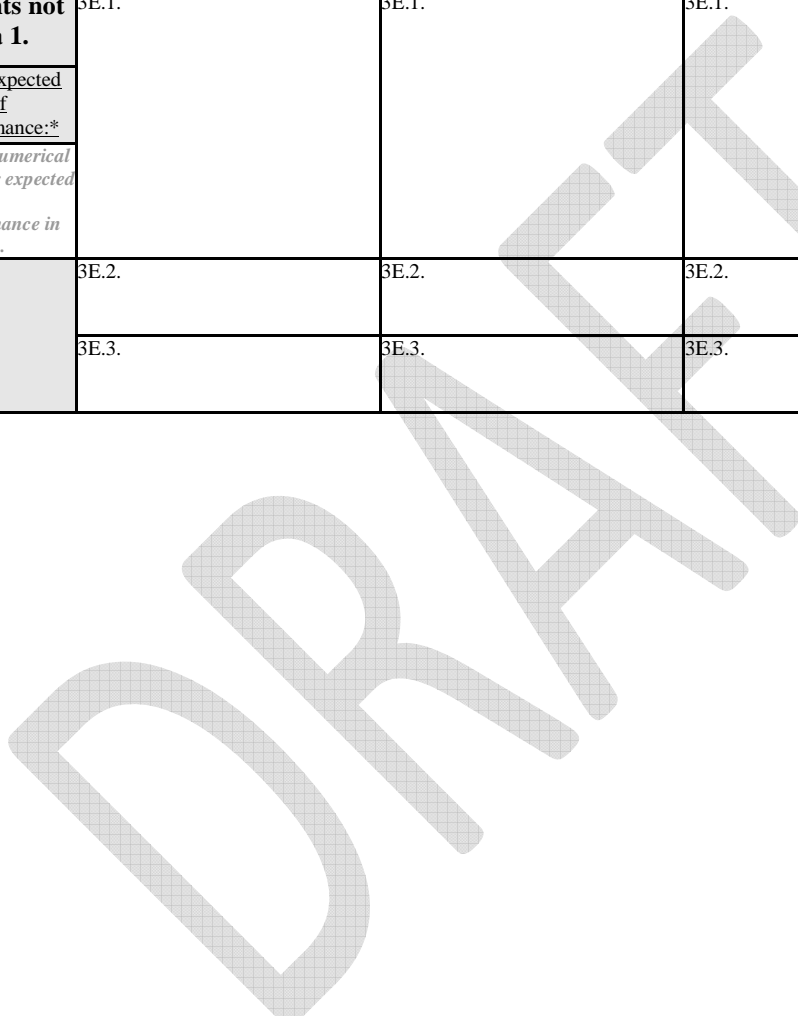
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in 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



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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%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
	<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. 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.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			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						
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
Common Core	K-1	Math Resource Teacher	Kindergarten, 1 st grade	Monthly	PLC meetings	Math Resource Teacher/Administration
Coaching/Planning	K-5	Math Resource Teacher	School-wide	Weekly	PLC meetings	Math Resource Teacher/Administration

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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
			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: 0.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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. Unpacking the standards	1A.1. 1. Provide copy of standards, benchmarks, test specs, curriculum maps and pacing guides when available 2. Coordinating assessments and instructional pacing 3. Coaching cycle	1A.1. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.1. 1. Targeted PD (Unpacking the Standards) aligned with Evaluation System 2. Rigor & Cognitive Complexity	1A.1. 1. Walk-Throughs 2. Product Review (Lesson Plan Templates) 3. Connect to Teacher Evaluation System 4. Scheduled Data Chats/Conferences 5. Pacing Checks during Grade Level Meetings (PLC)
Science Goal #1A: By June 2013, students in grade 5 achieving a Level 3 for science on the 2013 FCAT science test will increase from 11% (7) to at least 21% (14).	2012 Current Level of Performance:* 11% (7)	2013 Expected Level of Performance:* 21% (14)	1A.2. Gradual release	1A.2. 1. Collaborative lesson planning 2. Provide examples of lesson plans 3. LFS plan format 4. Differentiated instruction planning and delivery 5. Coaching cycle	1A.2. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.2. 1. Targeted PD (Unlocking the Secrets) Aligned with Evaluation System 2. Gradual Release of Responsibility 3. Coaching using Gradual Release of Responsibility	1A.2. 1. Walk-Throughs and 5X5 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Teacher Evaluation System – Focused Feedback 5. Teacher Conferences
			1A.3. Best practices	1A.3. 1. Use of high probability instructional strategies 2. Coaching cycle using GRR 3. <u>Arts and Science Handbook</u> book study 4. Coaching cycle	1A.3. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	1A.3. 1. Targeted PD (Planning with the End in Mind; Unlocking The Secrets) aligned with Evaluation System 2. Lesson Study	1A.3. 1. Walk-Throughs – Common Board Configuration 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Next: Lesson Study Data
			1A.4. Problem Solving/FCIM	1A.4 1. Use of common assessments (FAIR, Core K-12, Unit	1A.4 1. Administration 2. Instructional Coaches 3. School Based	1A.4 1. Targeted PD (MTSS) Aligned with Evaluation System	1A.4 1. Availability of Data 2. P-SAPSI 3. PLC Minutes

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			<ul style="list-style-type: none"> 2. assessments) 2. Collaborative analysis of student work) 3. MTSS 4. FCIM 5. Coaching Cycle 	Leadership Team	2. Time in Grade Level Meetings	
		1A.5. Student Engagement	<ul style="list-style-type: none"> 1. Collaborative Structure 2. Accountable talk 3. Targeted PD (Growth Mindset) 4. Targeted PD (Classroom rules and procedures) 5. Establish and communicate learning goals, track student progress, and celebrate success 6. <u>The Highly Engaged Classroom</u> Book Study 7. Coaching Cycle 8. Use of a common board configuration 	<ul style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<ul style="list-style-type: none"> 1. Targeted PD aligned with Evaluation System 	<ul style="list-style-type: none"> 1. Student Goal Setting 2. Walk-Throughs 3. 5X5 4. Teacher Evaluation System 5. Teacher Conferences
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	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>				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p> <p>Science Goal #2A:</p> <p>By June 2013, students in grade 5 achieving a Level 4 and 5 for science on the 2013 FCAT science test will increase from 0% (0) to at least 10% (7).</p>			2A.1. Unpacking the standards	<p>2A.1.</p> <ol style="list-style-type: none"> 1. Provide copy of standards, benchmarks, test specs, curriculum maps and pacing guides when available 2. Coordinating assessments and instructional pacing 3. Coaching cycle 	<p>2A.1.</p> <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<p>2A.1.</p> <ol style="list-style-type: none"> 1. Targeted PD (Unpacking the Standards) aligned with Evaluation System 2. Rigor & Cognitive Complexity 	<p>2A.1.</p> <ol style="list-style-type: none"> 1. Walk-Throughs 2. Product Review (Lesson Plan Templates) 3. Connect to Teacher Evaluation System Scheduled Data Chats/Conferences 4. Pacing Checks during Grade Level Meetings (PLC)
			2A.2. Gradual release	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Collaborative lesson planning 2. Provide examples of lesson plans 3. LFS plan format 4. Differentiated instruction planning and delivery 5. Coaching cycle 	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Targeted PD (Unlocking the Secrets) Aligned with Evaluation System 2. Gradual Release of Responsibility 3. Coaching using Gradual Release of Responsibility 	<p>2A.2.</p> <ol style="list-style-type: none"> 1. Walk-Throughs and 5X5 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Teacher Evaluation System – Focused Feedback 5. Teacher Conferences
			2A.3. Best practices	<p>2A.3.</p> <ol style="list-style-type: none"> 1. Use of high probability instructional strategies 2. Coaching cycle using GRR 3. <u>Becoming a Reflective Teacher</u> Book Study 4. Coaching cycle 	<p>2A.3.</p> <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<p>2A.3.</p> <ol style="list-style-type: none"> 1. Targeted PD (Planning with the End in Mind; Unlocking The Secrets) aligned with Evaluation System 2. Lesson Study 	<p>2A.3.</p> <ol style="list-style-type: none"> 1. Walk-Throughs – Common Board Configuration 2. Product Review (Lesson Plan Templates) 3. PLC Minutes 4. Next: Lesson Study Data
			2A.4. Problem Solving/FCIM	<p>2A.4.</p> <ol style="list-style-type: none"> 1. Use of common assessments (FAIR, Core K-12, Unit assessments) 2. Collaborative analysis of student work) 3. MTSS 4. FCIM 5. Coaching Cycle 	<p>2A.4.</p> <ol style="list-style-type: none"> 1. Administration 2. Instructional Coaches 3. School Based Leadership Team 	<p>2A.4.</p> <ol style="list-style-type: none"> 1. Targeted PD (MTSS) Aligned with Evaluation System 2. Time in Grade Level Meetings 	<p>2A.4.</p> <ol style="list-style-type: none"> 1. Availability of Data 2. P-SAPSI 3. PLC Minutes
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
0% (0)	10% (7)						

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		2A.5. Student Engagement	2A.5. 1. Collaborative Structure 2. Accountable talk 3. Targeted PD (Growth Mindset) 4. Targeted PD (Classroom rules and procedures) 5. Establish and communicate learning goals, track student progress, and celebrate success 6. <u>The Highly Engaged Classroom</u> Book Study 7. Coaching Cycle 8. Use of a common board configuration	2A.5. 1. Administration 2. Instructional Coaches 3. School Based Leadership Team	2A.5. 1. Targeted PD aligned with Evaluation System	2A.5. 1. Student Goal Setting 2. Walk-Throughs 3. 5X5 4. Teacher Evaluation System 5. Teacher Conferences
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	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>				
		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:*	2013 Expected Level of Performance:*	1.2.	1.2.	1.2.	1.2.	1.2.
	<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>					
			1.3.	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:*	2013 Expected Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
	<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>					
			2.3.	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
Coaching/Planning	K-5	Science Coach	School-wide	Weekly	PLC meetings	Science Coach/Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0.00

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. Writing across the content areas	1A.1. 1. Write to explain and summarize 2. Implement writing/literacy in all content areas	1A.1. 1. Literacy Coach 2. Reading Resource Teacher 3. Classroom teachers	1A.1. 1. Student writing samples 2. Lesson plans 3. Observations	1A.1. 1. Student progress reviews 2. FCAT Writes 3. Walk Throughs 4. 5x5s
Writing Goal #1A: By June 2013, students in fourth grade will increase writing proficiency from 91% (48) to 95% (50) as measured by the FCAT Writing test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	91% (48)	95% (50)					
			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 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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
Literacy Strategies	K-5	Literacy Coach	School-wide	Weekly	Weekly PLC's	Administration and Literacy Coach
Action 100	K-5	Administration/Literacy Coach	School-wide	Monthly	Progress monitoring monthly	Administration and Literacy Coach

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:
			Total: 0.00

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End of Writing Goals

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:*	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 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:*	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.

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		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

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

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

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

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

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. 1. Parental support and education 2. Medical issues (family/individual)	1.1. 1. Face to face conferencing with parent/student to set goals and share information	1.1. 1. Classroom Teachers 2. Administration 3. Social Worker	1.1. 1. Increased attendance of those students who participated in goal setting.	1.1. 1. Attendance records
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
By June 2013, the average rate of student attendance will increase from 94% (386) to 96% (402) or higher, and the number of students with excessive absences will decrease from 45% (183) to 15% (62), and the number of students with excessive tardies will decrease from 12% (50) to 5% (21) to provide academic engagement time and thus improve achievement.	94% (386)	98% (395)					
	<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>					
	45% (183)	15% (62)					
	<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>					
	12% (50)	5% (21)					
			1.2. 1. Recognition by students and parents that there is a direct correlation between attendance and achievement	1.2. 1. Monitoring Student Attendance	1.2. 1. Classroom Teachers 2. Administration 3. Social Worker	1.2. 1. Increased attendance of those students who participated in goal setting.	1.2. 1. Attendance records
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide attendance monitoring plan	K-5	Discipline Committee	Classroom Teachers	By January 1, 2013	Discipline Committee	Classroom 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
			Subtotal:
			Total:0.00

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Parent and student understanding of school-wide and classroom expectations and rules.	1.1. Increased encouragement to parents for home-to-school communication.	1.1. 1. Administration 2. Classroom teachers 3. Parent Involvement Coordinator	1.1. Implementation of Positive Behavior Supports	1.1. 1. Student discipline referrals 2. Parent contact logs 3. Newsletter 4. Planners
Suspension Goal #1: By June 2013, the number of out-of-school suspensions will decrease from 21 to 5 or lower, and the number of students with out-of-school suspensions will decrease from 16 to 5, to provide academic engagement time and thus improve achievement.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	21	5					
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
16	5	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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.

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

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

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

Suspension Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0.00

End of Suspension Goals

Dropout Prevention Goal(s)

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

* 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: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	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

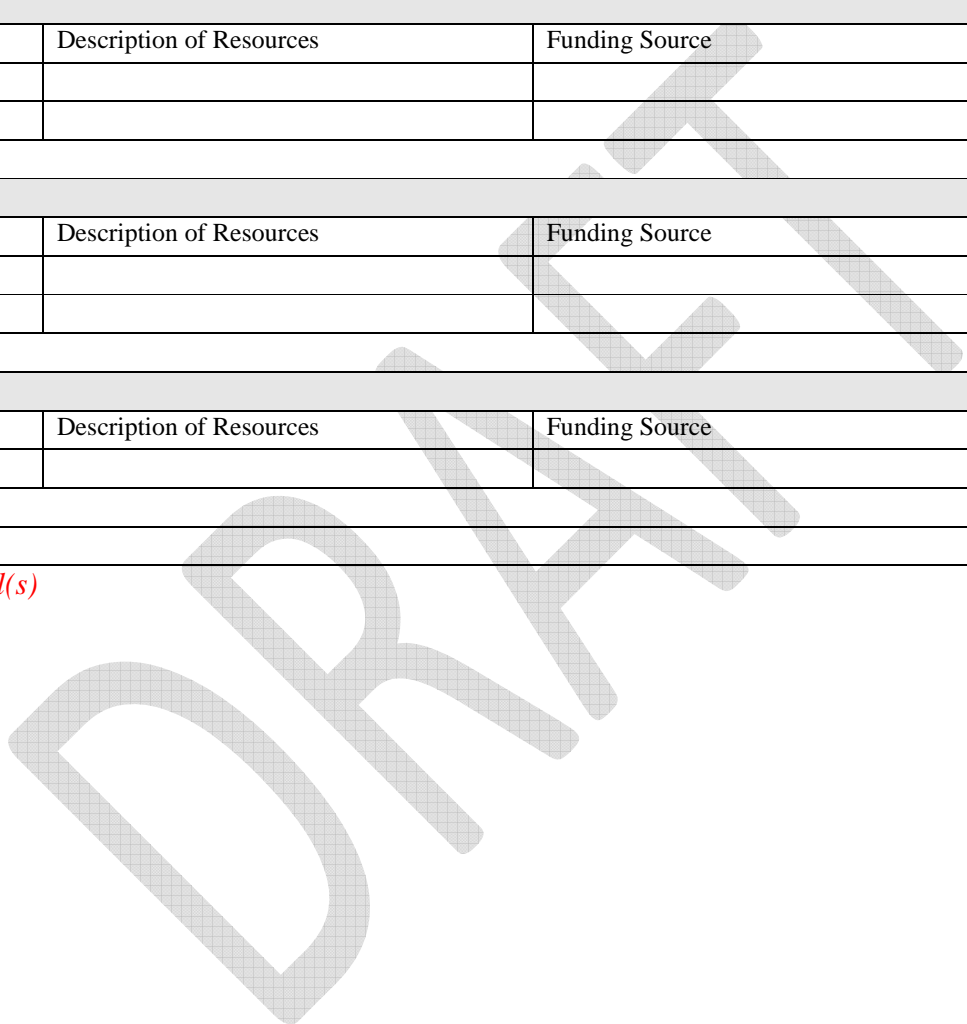
Dropout Prevention Budget (Insert rows as needed)

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

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

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

End of Dropout Prevention Goal(s)



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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Communication	1.1. 1. School Connects phone messages 2. Flyers 3. Marquee 4. Announcements 5. Class incentives	1.1. 1. Administration 2. Parent involvement coordinator	1.1. 1. Increased attendance at events	1.1. 1. Sign in sheets
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
By June 2013, there will be a 10% increase in the number of parents demonstrating an awareness of tools and resources to assist their children at home.	20% (82)	30% (123)					
			1.2. School/Parent partnership	1.2. 1. A school-parent compact will be provided that describes and outlines a partnership for sharing responsibility for improved student achievement	1.2. 1. Administration 2. Classroom teachers	1.2. 1. The compact will be reviewed at Open House or parent conferences to ensure understanding by parents or guardians.	1.2. 1. Signed and collected compacts
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Assistant	Coordinator for all P.I. events	Title I	\$25,800.00
			Subtotal: \$25,800.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$25,800.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1: By June 2013, we will participate in the Florida Math and Science Week, October 22nd – October 26th.</p>	<p>1.1. Past participation</p>	<p>1.1. 1. Common planning for math , science and technology 2. Integrated lesson planning</p>	<p>1.1. 1. Math resource teacher 2. Science Coach 3. District trainers 4. Classroom teachers</p>	<p>1.1. 1. Successful participation</p>	<p>1.1. 1. 50% participation</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0.00

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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

Additional Goal(s)

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

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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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Additional Goal(s) Budget (Insert rows as needed)

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$60,000.00
CELLA Budget	Total: 0.00
Mathematics Budget	Total: 0.00
Science Budget	Total: 0.00
Writing Budget	Total: 0.00
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: 0.00
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:\$28,500.00
STEM Budget	Total: 0.00
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$88,500.00

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<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.

Review of school-wide data based on 2012 FCAT
Common Core Standards
STEM initiative
Team presentations that showcase each area of the SIP Plan
Visions of the 21st Century Learner
Being a Positive Behavior School in 2012-2013
Multi-Tiered Systems of Support and Positive Behavior Support
Parent Involvement

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

Describe the projected use of SAC funds.	Amount

DRAFT