

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

| | |
|---|-------------------------------------|
| School Name: Schrader Elementary School | District Name: Pasco County Schools |
| Principal: Tammy Berryhill | Superintendent: Heather Fiorentino |
| SAC Chair: Daniel Wolfe | Date of School Board Approval: |

Student Achievement Data:

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](#)

Highly Effective Administrators

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---------------------|-----------------|--|-----------------------------------|-------------------------------------|--|
| Principal | Tammy Berryhill | BA- Elem Education MA-Educational Leadership Certified- School Principal, Elementary Education and endorsed in English Speakers of Other Languages | 1.5 | 11 | 2011-2012 Schrader Elementary Principal; Grade C 2010-2011 Schrader Elementary Principal; Grade C; and 79% of the AYP criteria was met. 2010-2011 MPLES School Principal; Grade A; and 79% of the AYP criteria was met. 2009-2010 MPLES School Principal; Grade B; and AYP was not met. 2008-2009 MPLES School Principal; Grade A; and all areas of AYP were met. 2007-2008 MPLES School Principal; Grade B; and AYP was not met. |
| Assistant Principal | Jill Middleton | BS - Elementary Education MA- Educational Leadership Certified - Elementary Education 1-6, Educational Leadership, School Principal | 1 | 6 | 2011-2012 Schrader Elementary Principal; Grade C 2010-2011 Gulf Highlands Elementary School Principal; Grade F; and 77% of the AYP criteria met. 2009-2010 Gulf Highlands Elementary School Principal; Grade C; and 72% of the AYP criteria met. 2008-2009 Sanders Elementary School Principal; Grade A; and 82% of the AYP criteria was met. 2007-2008 Sanders Elementary School Principal; Grade C; and 87% of the AYP criteria was met. 2006-2007 Sanders Elementary School Asst. Principal; Grade A; and 95% of the AYP criteria was met. |

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Highly Effective Instructional Coaches

List your school's highly effective 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|------------------------------------|---------------|---|-----------------------------------|---|---|
| Reading and Writing-Literacy Coach | Diana Pollard | BS Early Childhood Education and Masters in Reading Certified: Reading K - 12, Elementary Education PreK - 6 and ESOL | 5 | 8 | SES: 2012: School Grade C SES: 2011: School Grade C AYP= no 79% SES: 2010: School Grade B AYP = no 79% SES: 2009: School Grade A AYP = no 85% SES: 2008: School Grade A AYP = no 90% CAES: 2007: School Grade C AYP = no 85% |
| Math Coach | Daniel Wolfe | BA: Elementary Education and Masters in Educational Leadership Certified: Elementary Education K - 6, ESOL and Educational Leadership | 4 | 4 | SES: 2012: School Grade C SES: 2011: School Grade C AYP= no 79% SES: 2010: School Grade B AYP = no 79% CRES 08-09 School Grade: A AYP: No CRES 07-08 School Grade: A AYP: No GSES 06-07 School Grade: C AYP: No |

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|-----------------------|--------------------|--|------|---|--|
| Technology Specialist | Shana Mularz | BS Interdisciplinary Studies Masters in Math, Science & Technology with a concentration in Elementary Education Certified: Educational Leadership and Elementary Education K-6 | 4.5 | 4 | SES: 2012: School Grade C SES: 2011: School Grade C AYP= no 79% SES: 2010: School Grade B AYP = no 79% SES: 2009: School Grade A AYP = no 85% SES: 2008: School Grade A AYP = no 90% NWES 2007: School Grade B AYP = no 95% |
| Media Specialist | Stephanie Buscetta | BA Early Childhood Education Media Certification | 29.5 | 3 | SES: 2012: School Grade C FHES: 2011: School Grade C AYP= no 79% FHES: 2010: School Grade B AYP = no 79% |

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 | Not Applicable (If not, please explain why) |
|--|--|---------------------------|--|
| 1. Professional Learning Communities | Leadership Team/Grade Level Facilitators | Weekly until June 2013 | |
| 2. Monthly meeting for new teachers to discuss challenges and concerns | Mentor Liaison and Administration | Quarterly until June 2013 | |
| 3. TBIT and PS/RtI Meetings | Leadership Team/Grade Level Facilitators | Weekly until June 2013 | |
| 4. | | | |

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

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| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Effective |
|-------------------|--|--|---|
| Sarah Holland | Elementary Education Educational Leadership | .8 Basic Teacher .2 Teacher of the Gifted | Working toward Gifted Endorsement |
| Darlene Colen | Elementary Education Media | Teacher | Working toward ESOL Endorsement |
| Lacy Bryant | Elementary Education | Teacher | Working toward ESOL Endorsement |
| Kimberly Thompson | Elementary Education | Teacher | Working toward ESOL Endorsement |
| Christa Alderman | Elementary Education ESE | Teacher | Working toward ESOL Endorsement |
| James Cook | Elementary Education | Teacher | Working toward ESOL Endorsement |
| Christine Lallier | Elementary Education | Teacher | Working toward ESOL Endorsement |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 49 | 0.0% (0) | 20% (10) | 49% (24) | 31% (15) | 27% (13) | 100% (49) | 4% (2) | 2% (1) | 57% (28) |

Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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 |
|-------------|-----------------|--------------------------------|--|
| Craig Sroka | Sara Swartz | Experience in Basic Ed and ESE | Ongoing meetings, grade level planning, and same team assignment for immediate assistance. |

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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.

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| <p>Title I, Part A Title I funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school. Title I funds will also be used to fund additional teachers.</p> |
| <p>Title I, Part C- Migrant</p> |
| <p>Title I, Part D</p> |
| <p>Title II Title II funding will be provided to train teachers in the Problem Solving / Response to Intervention strategies that are proven to work with students with disabilities and students with behavior problems.</p> |
| <p>Title III Title III funding, via the district, is provided to hire an English Language Learner teacher to assist students and teachers with specific strategies to increase student achievement. The 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 and to assist them in meeting the academic content and English proficiency standards.</p> |
| <p>Title X- Homeless The “Students in Transition” program helps families during the year with students that have registered as “homeless.” The SIT program may provide the following: gas cards, bus passes, clothing, food, holiday meals, gifts and assistance with finding shelters and counseling. The Students in Transition program can help families find domestic violence shelters and also helps the students find transportation to school. We work with the Salvation Army and Sunrise of Pasco.</p> |
| <p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.</p> |

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| <p>Violence Prevention Programs Pasco County has a zero tolerance district wide policy regarding bullying and violent crimes. Our school-wide behavior plan includes teaching, modeling and providing positive reinforcement of safe, respectful and responsible behaviors. The guidance counselor will pilot the “Too Good for Violence” program with identified/targeted students in small groups.</p> |
| <p>Nutrition Programs Our school provides free nutritious breakfast to all students. Approximately 81% of our 550 students qualify for a free or reduced lunch rate.</p> |
| <p>Housing Programs Our school can help families connect with Camp Elijah, Gulf Coast Community Care, and Starkey Park.</p> |
| <p>Head Start We have one Headstart program located on our campus to serve low income families. Headstart family trainings are held and monthly newsletters are provided informing parents how they can assist their Pre-k student at home academically. Assessments such as Galileo and Esi-P are conducted along with other diagnostic assessments in order to provide data needed to prepare these students for an easy transition into kindergarten. Our Prekindergarten Program also provides home visits and parent programs throughout the year to assist our families.</p> |
| <p>Adult Education Our ESOL teacher is able to assist a family with Adult Education for ESOL.</p> |
| <p>Career and Technical Education Our “Students in Transition” program and guidance office offers families information for Career Central, Able Body, and Connections Job Development.</p> |
| <p>Job Training</p> |
| <p>Other</p> |

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

| School-Based MTSS/RtI Team |
|--|
| <p>Identify the school-based MTSS Leadership Team. Our RtI team includes the following staff: School Administrators General and Special Education Teachers Math Coach Intervention Teacher Literacy Coach School Psychologist School Social Worker Guidance Counselors</p> |

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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 school-based RtI leadership team is entering Year 5 of PS/RtI training. The team's goal is to implement problem solving processes and to build capacity for PS/RtI across grade levels and roles. The activities of the PS/RtI leadership team will directly support our school-wide goals involving gradual release of responsibility and engaging students.

Meetings:

PS/RtI Leadership Team – Biweekly meetings for implementation planning and problem solving of systems-level issues

Data Analysis Meetings – PS/RtI Leadership teams will meet with teachers by grade level to engage in Tier I planning and problem solving across academic subject areas.

Professional Learning Communities – PS/RtI Leadership team members model and support Tier I and II problem solving processes in the areas of Reading, Writing, Math, Science, Media/Technology and Positive Behavior Support.

School-Based Intervention Team (S-BIT) – PS/RtI Leadership Team members serve on the S-BIT, and are responsible for guiding teachers through the PS/RtI process at the Tier III (individual student) level.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.

- Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of schoolwide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of data review plans, supports, and calendars.
- Development of processes to ensure intervention fidelity.
- Assessment of school staff's practices and skill development (RtI Skills and RtI Perception of Practices Surveys).
- Development of professional development/technical assistance plan to support RtI implementation.

Involvement may include:

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of schoolwide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of data review plans, supports, and calendars.
- Development of processes to ensure intervention fidelity.
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of RtI implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI)).
- Assessment of school staff's skill development (RtI Skills Survey).
- Development of professional development/technical assistance plan to support RtI implementation.

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MTSS Implementation

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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.

Reading:

- FAIR - Universal Screener (3x per year)
- Treasures/Triumphs K-2 Placement Test
- Treasures/Triumphs K-5 Unit Test Reading Series (On L, BL, Approaching Level) via the Core K - 12
- Treasures/Triumphs weekly assessments
- Running Record (miscue analysis) – used as needed to guide instruction
- SAT – 10 (2nd)
- FCAT (3-5)
- Teacher observation of literacy behaviors
- Kaleidoscope assessments of ESE students
- FLKRS of K students
- DAR
- Continuum of Services Log

Math:

- FCAT (3-5)
- Core K-12 (2nd-5th) (3x time a year-August, December and May)
- Benchmark tests for K and 1 through HMH (3x times a year-August, December, May)
- Unit pre and post tests (district pacing/road maps)
- Math Slam (basic facts timed test +, -, x and division)
- Daily Intervention-Quick Checks (student mathboard w/ HMH)
- Soar to Success
- Show What You Know Diagnostic Assessment
- Continuum of Services Log

Science:

- Core K-12 Benchmark Assessments BOY, MOY,EOY. Students graph progress.
- Benchmark Assessments in Grades K and 1. BOY, MOY, EOY. Students graph progress.
- End of Chapter test that accompanies Big Idea given in grades 2-5.
- Continuum of Services Log

Writing:

- FCAT (4th)
- Writing prompts (monthly, 3x/year)
- Power Writing to assess fluency (progress monitoring words per minute)
- Teacher observations documented on conference form
- Pre/post prompt

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- Writing Practice Program online tool
- Continuum of Services Log

Behavior:

- Pasco STAR discipline data
- Raider 100 Club data
- Targeted observations focusing on a specific behavior or skill
- Continuum of Services Log
- Tier 3 Behavior Monitoring Form

Describe the plan to train staff on MTSS.

School-Based RtI Leadership Team training:

-The team will receive ongoing coaching support from our school-based PS/RtI coach. A primary focus of this coaching will be building capacity for all School-Based RtI Leadership Team members to serve as facilitators in the problem solving process.

In-House Staff Training:

- The School-Based RtI Leadership Team will provide in-house staff development to teachers on the PS/RtI model and group problem solving processes. The school-wide resource inventories and implementation plan will be used as communication tools during the training process.
- This training will be generalized to grade level groups through weekly professional learning communities utilizing the PS/RtI model at a Tier I level, with a gradual release of responsibility to the facilitators. Tier II problem solving will be incorporated into weekly meetings and quarterly data analysis meetings. Tier III problem solving will be modeled and practiced in the weekly S-BIT meetings.
- The PS/RtI coach will provide ongoing modeling and coaching support to School-Based RtI Leadership Team members and other staff throughout meetings at the Tier I, II and III levels.
- The School-Based RtI Leadership Team will maintain data to display an analysis of historical and current school wide data.

Describe plan to support MTSS.

The team will receive ongoing coaching support from our school-based PS/RtI coach. A primary focus of this coaching will be building capacity for all School-Based RtI Leadership Team members to serve as facilitators in the problem solving process.

The process of MTSS will be embedded into the school wide structure for all teachers and students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration, K-5 Teachers, Guidance, ESE Teachers, Literacy Coach, Intervention Teacher, Media Specialist, Technology Specialist, and Math Coach.

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

Meetings are held once a month to monitor the goals of the school and problem solve the current issues at hand. A sub group of this group make up the School Based Leadership Team (SBLT), this team is the leadership team for PS/RtI. This team meets every week within their grade level group for Teacher Based Intervention Team (TBIT) meetings.

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What will be the major initiatives of the LLT this year?
Response to Intervention school wide and Implementing School Improvement Plan goals.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

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

At Schrader Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(g)(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?

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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 | | |

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|--|--|---|--|--|---|--|--|
| <p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p> | <p>Ia.1. Students need additional practice thinking about and responding to higher level questioning . Teachers and students need to refine the skill of using higher level questioning in their instruction through cooperative learning.</p> | <p>Ia.1. Student engagement and comprehension will increase by teachers involving students in higher level questioning and teaching meta-cognitive strategies.</p> | <p>Ia.1. Teachers, Literacy Coach and Administration</p> | <p>Ia.1. Weekly and Unit Assessments Florida Assessment for Instruction in Reading</p> | <p>Ia.1. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days Student Summarization Samples Florida Assessment for Instruction in Reading</p> | | |
| <p><u>Reading Goal #1a:</u> The percent of students scoring a Level 3 or higher on the 2012-13 Reading FCAT will increase from 47% to 52%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |

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|---|--|---|--|---|--|---|--|
| | On the 2012, Reading FCAT, 47 % of students scored a Level 3 or above. | On the 2013, Reading FCAT, 52% of our students will be proficient in reading. | | | | | |
| | | 1a.2. Students need increased exposure to word meanings, multisyllabic words and phonemic word parts. | 1a.2. Through cooperative learning students will engage in vocabulary and word work opportunities. | 1a.2. Teachers, Literacy Coach and Administration | 1a.2. Weekly and Unit Assessments Florida Assessment for Instruction in Reading | 1a.2. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days Student Work Samples Florida Assessment for Instruction in Reading | |
| | | 1a.3. Time is not allocated for purposeful (goal setting/tracking) independent reading within the school day. | 1a.3. Students will read independently on a daily basis with a set purpose and respond and conference with the teacher. Students will keep a response journal. (goal setting/tracking) | 1a.3. Teachers, Literacy Coach and Administration | 1a.3. Written reading responses. Weekly and Unit Assessments Florida Assessment for Instruction in Reading | 1a.3. Grade Level Planning logs Student work samples Lesson Plans Florida Assessment for Instruction in Reading | |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |

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| Reading Goal #1b: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|---|--|---|---|-----------------|-------|--|
| | | | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| <p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p> | <p>2a.1. Students need additional practice thinking about and responding to higher level questioning. Teachers and students need to refine the skill of using higher level questioning in their instruction through cooperative learning.</p> | <p>2a.1. Student engagement and comprehension will increase by teachers involving students in higher level questioning and teaching meta-cognitive strategies.</p> | <p>2a.1. Teachers, Literacy Coach and Administration</p> | <p>2a.1. Weekly and Unit Assessments Florida Assessment for Instruction in Reading</p> | <p>2a.1. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days Student Work Samples</p> | | |
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| Reading Goal #2a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|--|--|--|--|---|---|--|
| The percent of students scoring a Level 4 or higher on the 2012-13 Reading FCAT will increase from 24% to 31%. | | | | | | | |
| | On the 2012, Reading FCAT, 24 % of students scored a Level 4 or 5. | On the 2013 Reading FCAT, 31% of our students will be on or above a level 4. | | | | | |
| | | 2a.2. Time is not allocated for purposeful (goal setting/tracking) independent reading within the school day. | 2a.2. Students will read independently on a daily basis with a set purpose and respond and conference with the teacher and/or peers. Students will keep a response journal. (goal setting/tracking) | 2a.2. Teachers, Literacy Coach and Administration | 2a.2. Written reading responses. Weekly and Unit Assessments Florida Assessment for Instruction in Reading | 2a.2. Grade Level Planning logs Student work samples Lesson Plans Florida Assessment for Instruction in Reading | |
| | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 | |

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|---|--|---|---|---|-----------------|-------|--|
| <p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p> | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |
| <p>Reading Goal #2b: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |
| <p>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:</p> | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|--|--|---|--|--|---|--|--|
| <p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p> | <p>3a.1. Students need additional practice thinking about and responding to higher level questioning . Teachers and students need to refine the skill of using higher level questioning in their instruction through cooperative learning.</p> | <p>3a.1. Student engagement and comprehension will increase by teachers involving students in higher level questioning and teaching meta-cognitive strategies.</p> | <p>3a.1. Teachers, Literacy Coach and Administration</p> | <p>3a.1. Weekly and Unit Assessments Florida Assessment for Instruction in Reading</p> | <p>3a.1. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days Student Summarization Samples</p> | | |
|--|--|---|--|--|---|--|--|

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| Reading Goal #3a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|--|--|---|--|---|--|
| The percent of students making a learning gain on the 2012-13 Reading FCAT will increase from 63% to 67%. | | | | | | | |
| | On the 2012 Reading FCAT, 63 % students made a learning gain. | On the 2013 Reading FCAT, 67% of our students will be proficient in reading. | | | | | |
| | | 3a.2. Time is not allocated for purposeful (goal setting/tracking) independent reading within the school | 3a.2. Students will read independently on a daily basis with a set purpose and respond and conference with the teacher. Students will keep a response journal. (goal setting/tracking) | 3a.2. Teachers, Literacy Coach and Administration | 3a.2. Written reading responses. Weekly and Unit Assessments Florida Assessment for Instruction in Reading | 3a.2. Grade Level Planning logs Student work samples Lesson Plans Florida Assessment for Instruction in Reading | |
| | | 3a.3. | 3a.3. | 3a.3. | 3a..3. | 3a.3. | |

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|---|--|---|---|---|-----------------|-------|--|
| <p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | | |
| <p>Reading Goal #3b: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. | |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. | |
| <p>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:</p> | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|--|--|---|--|--|---|--|--|
| <p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> | <p>4a.1. Students need additional practice thinking about and responding to higher level questioning . Teachers and students need to refine the skill of using higher level questioning in their instruction through student engagement.</p> | <p>4a.1. Student engagement and comprehension will increase by teachers involving students in higher level questioning and teaching meta-cognitive strategies.</p> | <p>4a.1. Teachers, Literacy Coach and Administration</p> | <p>4a.1. Weekly and Unit Assessments Florida Assessment for Instruction in Reading</p> | <p>4a.1. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days Student Summarization Samples</p> | | |
|--|--|---|--|--|---|--|--|

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| Reading Goal #4a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|---|--|-------|-------|-------|-------|--|
| The lowest 25% of students making learning gains on the 2012-13, Reading FCAT will increase from 62% to 68%. | | | | | | | |
| | On the 2012, Reading FCAT, 62% of the lowest 25% made learning gains. | On the 2013 Reading FCAT, 68% of students in the lowest 25% will make adequate progress and/or learning gains. | | | | | |
| | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. | |
| | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. | |

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|--|--|---|-----------|-----------|-----------|-----------|--|
| <p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p> | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
| <p>Reading Goal #4b: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:</u>*</p> | <p><u>2013 Expected Level of Performance:</u>*</p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p> | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |

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|--|---------------------------------------|---|---|---|---|--|--|
| <p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years schools will reduce their achievement gap by 50%.</p> | <p>Baseline data 2010-2011</p> | <p>The percent of students scoring a Level 3 or higher on the 2012, Reading FCAT was 47%.</p> | <p>The percent of students scoring a Level 3 or higher on the 2013, Reading FCAT will be 52%.</p> | <p>The percent of students scoring a Level 3 or higher on the 2014, Reading FCAT will be 57%.</p> | <p>The percent of students scoring a Level 3 or higher on the 2015, Reading FCAT will be 61%.</p> | <p>The percent of students scoring a Level 3 or higher on the 2016 Reading FCAT will be 65%.</p> | <p>The percent of students scoring a Level 3 or higher on the 2017 Reading FCAT will be 69%.</p> |
| <p><u>Reading Goal #5A:</u> The percent of students scoring a Level 3 or higher on the 2012-13, Reading FCAT will increase from 47% to 52%.</p> | | | | | | | |
| <p>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:</p> | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | | |

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|---|--|---|--------------|--------------|--------------|--------------|--|
| <p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> | <p>5B.1. White: Black: Hispanic: Asian: American Indian:</p> | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> | | |
| <p><u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p> | <p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p> | | | | | |
| | | <p>5B.2.</p> | <p>5B.2.</p> | <p>5B.2.</p> | <p>5B.2.</p> | <p>5B.2.</p> | |
| | | <p>5B.3.</p> | <p>5B.3.</p> | <p>5B.3.</p> | <p>5B.3.</p> | <p>5B.3.</p> | |

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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. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | | |
| Reading Goal #5C: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|---|--|---|--|--|---|--|--|
| <p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> | <p>5D.1. Students need additional practice thinking about and responding to higher level questioning . Teachers and students need to refine the skill of using higher level questioning in their instruction through cooperative learning.</p> | <p>5D.1. Student engagement and comprehension will increase by teachers involving students in higher level questioning and teaching meta-cognitive strategies.</p> | <p>5D.1. Teachers, Literacy Coach and Administration</p> | <p>5D.1. Weekly and Unit Assessments Florida Assessment for Instruction in Reading</p> | <p>5D.1. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days Student Summarization Samples</p> | | |
| <p><u>Reading Goal #5D:</u> The percent of students with disabilities scoring a Level 3 or higher on the 2012-13, Reading FCAT will increase from 15% to 23%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |

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|---|--|--|---|---|---|---|--|
| | On the 2012 Reading FCAT, 15% of our SWD were on grade level | On the 2013 Reading FCAT, 23% of our students with disabilities will be proficient in reading. | | | | | |
| | | 5D.2. Students lack decoding skills necessary to read. | 5D.2. Additional phonics strategies will be implemented through the Stevenson program to build decoding skills. | 5D.2. Teachers, Literacy Coach and Administration | 5D.2. Stevenson Leveled Assessments Weekly and Unit Assessments Florida Assessment for Instruction in Reading | 5D.2. Grade Level Data Days Student Work Samples Lesson Plans | |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|--|--|---|--|--|---|--|--|
| <p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> | <p>SE.1. Students need additional practice thinking about and responding to higher level questioning . Teachers and students need to refine the skill of using higher level questioning in their instruction through cooperative learning.</p> | <p>SE.1. Student engagement and comprehension will increase by teachers involving students in higher level questioning and teaching meta-cognitive strategies.</p> | <p>SE.1. Teachers, Literacy Coach and Administration</p> | <p>SE.1. Weekly and Unit Assessments Florida Assessment for Instruction in Reading</p> | <p>SE.1. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days Student Summarization Samples</p> | | |
|--|--|---|--|--|---|--|--|

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| <u>Reading Goal</u> <u>#5E:</u> | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|--|---|--|------|-------|-------|-------|--|
| The percent of ED students scoring a Level 3 or higher on the 2012-13, Reading FCAT will increase from 40% to 46%. | | | | | | | |
| | On the 2012 Reading FCAT, % of the ED students scored a Level 3 or above. | On the 2013, Reading FCAT, % of our ED students will be proficient in reading. | | | | | |
| | | 5E.2. | 5E.2 | 5E.2. | 5E.2. | 5E.2. | |
| | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | 5E.3 | |

Reading Professional Development

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or</p> | | | | | | |
|---|--|--|--|--|--|--|

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| 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|-------------------------|--|--|--|---|--|
| Common Core State Standards, Text Complexity Book Study, Higher Order Questioning | PK-5 | Literacy Coach and Grade Level Facilitators | All Teachers | 8/2012 through 5/2013 | Weekly PLC meetings agendas and minutes logged | Grade Level Facilitators, Literacy Coach |
| | | | | | | |
| | | | | | | |

Reading 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 |
| Treasures | Reading Program Supplemental Materials Classroom Library Materials | Title One Textbook Funds | \$8,000.00 |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Student Engagement | Smartboards, iPads, and iPods | Title One | 15,000.00 |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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| | | | |
|--------------------------------|------------------------------|----------------|----------|
| Student Engagement | Cooperative Learning Booster | Title One | 1,000.00 |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Supplemental Reading Materials | Stevenson/Kaleidoscope | Textbook Funds | 5,000.00 |
| Subtotal: | | | |
| Total: | | | |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

| 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 | |

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|--|---|--|---|---|--|--|
| <p>1. Students scoring proficient in Listening/Speaking.</p> | <p>1.1. Students need increased exposure to word meanings, multisyllabic words and phonemic word parts.</p> | <p>1.1. Through cooperative learning students will engage in vocabulary and word work opportunities.</p> | <p>1.1. Teachers, Literacy Coach and Administration</p> | <p>1.1. Weekly and Unit Assessments Florida Assessment for Instruction in Reading</p> | <p>1.1. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days</p> | |
| <p><u>CELLA Goal #1:</u> On the Spring 2012 CELLA assessment the following students scored proficient: (2)K-0% (4)2nd 75% (4) 3rd 0% (4) 4th 50%</p> | <p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p> | | | | | |

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| | | | | | | |
|--|---|---|--|--|---|------|
| | On the Spring 2013 CELLA assessment the following students scored proficient: (2)K-25% (4)2 nd 75% (4) 3 rd 50% (4) 4 th 50% | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read in English at grade level text in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 2. Students scoring proficient in Reading. | 2.1. Students need additional practice thinking about and responding to higher level questioning. Teachers and students need to refine the skill of using higher level questioning in their instruction through student engagement. | 2.1. Student engagement and comprehension will increase by teachers involving students in higher level questioning and teaching meta-cognitive strategies. | 2.1. Teachers, Literacy Coach and Administration | 2.1. Weekly and Unit Assessments Florida Assessment for Instruction in Reading | 2.1. Action Plans from Grade Level PLCs Action Plan Grade Level Data Days Student Summarization | |
| <u>CELLA Goal #2:</u> On the Spring 2011-12 CELLA assessment the following students scored proficient: (2)K-0% (4)2 nd 75% (4) 3 rd 25% (4) 4 th 25% | <u>2012 Current Percent of Students Proficient in Reading :</u> | | | | | |

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| | | | | | | |
|---|--|--|---|---|--------------------------------|------|
| | On the Spring 2013 CELLA assessment the following students scored proficient: (2)K-25% (4)2 nd 100% (4) 3 rd 50% (4) 4 th 50% | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
| Students write in English at grade level in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 3. Students scoring proficient in Writing. | 2.1. <ul style="list-style-type: none"> Students lack the skills necessary to ask questions of themselves when reading, respond to text in writing and respond as they read a text. Students have no or limited access to native language support (both at home and in school). | 2.1. Students will learn to justify their written responses with evidence from the text through endorsed ESOL teachers or teaching pursuing endorsement. | 2.1. Teachers, Literacy Coach, Administration | 2.1. Written responses | 2.1. Student Writing responses | |

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|---|---|------|------|------|------|------|
| <p><u>CELLA Goal #3:</u> On the Spring 2012 CELLA assessment the following students scored proficient: (2)K-0% (4)2nd 0% (4) 3rd 25% (3) 4th 67%</p> | <p><u>2012 Current Percent of Students Proficient in Writing :</u></p> | | | | | |
| | <p>On the Spring 2013 CELLA assessment the following students scored proficient: (2)K-50% (4)2nd 100% (4) 3rd 50% (4) 4th 80%</p> | | | | | |
| | | 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 |
| Treasures | Reading Program Supplemental Materials Classroom Library Materials | Title One | \$5000.00 |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Student Engagement | Smartboards, iPads, and iPods | Title One | \$15,000.00 |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: | | | |

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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|--|--|--|---|--|---|--|--|
| <p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p> | <p>1a.1. Teachers giving the pre-test but not planning for differentiated instruction.</p> | <p>1a.1. Teachers will use Pre and Post-test data to drive individual instruction. This will provide students with corrective feedback to achieve proficiency.</p> | <p>1a.1. Teachers, Math Coach, Administration</p> | <p>1a.1. Summarization of concepts in an interactive notebook; Student self-graphing of their data; High impact math centers; Teachers will plan and receive PD with the math coach.</p> | <p>1a.1. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet</p> | | |
| <p><u>Mathematics Goal #1a:</u> The percent of students scoring a Level 3 or higher on the 2012-13, FCAT Math proficiency will increase from 41% to 47%.</p> | <p><u>2012 Current Level of Performance.*</u></p> | <p><u>2013 Expected Level of Performance.*</u></p> | | | | | |
| | <p>The percent of students earning a Level 3 or higher on FCAT Math is 41%.</p> | <p>On the 2013 FCAT Math Assessment is 47% of our students will earn a Level 3 or higher.</p> | | | | | |

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|---|---|---|--|---|---|--|--|
| | | 1a.2. Teachers are not modeling multiple strategies and need PD in those strategies. | 1a.2. Teachers will allow students opportunities to explore and apply multiple strategies to solve mathematical problems using resources such as Number Talks by Sherry Parrish and Go Math podcasts. | 1a.2. Teachers, Math Coach, Administration | 1a.2. Through teacher evaluation in iObservation of lessons using multiple strategies; Reflection meetings on the use of the new learning. | 1a.2. Post Test Data Core Benchmark Tests Grade Level Proficiency Sheet | |
| | | 1a.3. | 1a.3. | 1a.3. | 1a.3. | 1a.3. | |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| Mathematics Goal #1b: <i>Enter narrative for the goal in this box.</i> | 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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| 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>2a.1. Teachers giving the pre-test but not planning for differentiated instruction.</p> | <p>2a.1. Teachers will use Pre and Post-test data to drive individual instruction. This will provide students with corrective feedback to deepen their knowledge and extend their thinking.</p> | <p>2a.1. Teachers, Math Coach, Administration</p> | <p>2a.1. Summarization of concepts in an interactive notebook; Student self-graphing of their data; High impact math centers; Teachers will plan and receive PD with the math coach.</p> | <p>2a.1. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet</p> | | |
| <p><u>Mathematics Goal #2a:</u> The percent of students scoring a Level 4 and 5 on the 2012-13, FCAT Math proficiency will increase from 14% to 23%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |

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|---|--|--|---|--|--|--|--|
| | The percent of students earning a Level 4 and 5 on FCAT Math is 14%. | On the 2013, FCAT Math Assessment is 23% of our students will earn a Level 4 or 5. | | | | | |
| | | 2a.2. Teachers are not modeling multiple strategies and need PD in those strategies. | 2a.2. Teachers will allow students opportunities to explore and apply multiple strategies to solve mathematical problems using resources such as Number Talks by Sherry Parrish and Go Math with the podcast. | 2a.2. Teachers, Math Coach, Administration | 2a.2. Through teacher evaluation in iObservation of lessons using multiple strategies; Reflection meetings on the use of the new learning. | 2a.2. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet | |
| | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 | |
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |
| Mathematics Goal #2b: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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|--|---|---|---|---|--|-------|--|
| | <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 | |
| 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. Teachers giving the pre-test but not planning for differentiated instruction. | 3a.1. Teachers will use Pre and Post-test data to drive individual instruction. This will provide students with corrective feedback to achieve proficiency. | 3a.1. Teachers, Math Coach, Administration | 3a.1. Summarization of concepts in an interactive notebook; Student self-graphing of their data; High impact math centers; Teachers will plan and receive PD with the math coach. | 3a.1. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet | | |

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| <u>Mathematics Goal #3a:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
|---|--|--|---|--|--|--|--|
| The percent of students making a learning gain on the 2012-13, FCAT Math proficiency will increase from 62% to 66%. | | | | | | | |
| | The percent of students making learning gains on FCAT Math is 62%. | On the 2013, FCAT Math Assessment is 66% of our students will make learning gains. | | | | | |
| | | 3a.2. Teachers are not modeling multiple strategies and need PD in those strategies. | 3a.2. Teachers will allow students opportunities to explore and apply multiple strategies to solve mathematical problems using resources such as Number Talks by Sherry Parrish and Go Math with the podcast. | 3a.2. Teachers, Math Coach, Administration | 3a.2. Through teacher evaluation in iObservation of lessons using multiple strategies; Reflection meetings on the use of the new learning. | 3a.2. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet | |
| | | 3a.3. | 3a.3. | 3a.3. | 3a.3. | 3a.3. | |

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|---|--|---|---|---|-----------------|-------|--|
| <p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | | |
| <p>Mathematics Goal #3b: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. | |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. | |
| <p>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:</p> | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|---|--|--|---|--|---|--|--|
| <p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> | <p>4a.1. Teachers giving the pre-test but not planning for differentiated instruction.</p> | <p>4a.1. Teachers will use Pre and Post-test data to drive individual instruction. This will provide students with corrective feedback to achieve proficiency.</p> | <p>4a.1. Teachers, Math Coach, Administration</p> | <p>4a.1. Summarization of concepts in an interactive notebook; Student self-graphing of their data; High impact math centers; Teachers will plan and receive PD with the math coach.</p> | <p>4a.1. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet</p> | | |
| <p><u>Mathematics Goal #4a:</u> The percent of students in the lowest 25% making learning gains on the 2012, FCAT Math proficiency will increase from 72% to 75%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |

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|---|--|---|---|--|---|---|--|
| | The percent of students in the lowest 25% making learning gains on FCAT Math is 72%. | The expected level of performance for the 2013, FCAT Math Assessment is 75% of the lowest 25% will make learning gains. | | | | | |
| | | 4a.2. Teachers are not using multiple strategies and need PD in those strategies. | 4a.2. Teachers will allow students opportunities to explore and apply multiple strategies to solve mathematical problems using resources such as Number Talks by Sherry Parrish and Go Math with the podcast. | 4a.2. Teachers, Math Coach, Administration | 4a.2. Through teacher evaluation in Observation of lessons using multiple strategies Reflection meetings on the use of the new learning. | 4a.2. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet | |
| | | 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. | | |

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|---|---|---|--|--|--|--|--|
| Mathematics Goal #4b: <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> | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | The percent of students scoring a Level 3 or higher on the 2012, FCAT Math proficiency was 41%. | The percent of students scoring a Level 3 or higher on the 2013, FCAT Math proficiency will increase to 47%. | The percent of students scoring a Level 3 or higher on the 2014, FCAT Math proficiency will increase to 52%. | The percent of students scoring a Level 3 or higher on the 2015, FCAT Math proficiency will increase to 57%. | The percent of students scoring a Level 3 or higher on the 2016, FCAT Math proficiency will increase to 63%. | The percent of students scoring a Level 3 or higher on the 2017, FCAT Math proficiency will increase to 69%. |

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|--|--|-----------------|--|--|------------------------|--|--|
| <p><u>Mathematics Goal #5A:</u> The percent of students scoring a Level 3 or higher on the 2012-13, FCAT Math proficiency will increase from 41% to 47%.</p> | | | | | | | |
| <p>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:</p> | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | | |
| <p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> | <p>5B.1. White: Black: Hispanic: Asian: American Indian:</p> | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> | | |

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

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| <u>Mathematics Goal #5C:</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> | | | | | |
| | | 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 | | |

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| <p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> | <p>5D.1. Teachers giving the pre-test but not planning for differentiated instruction.</p> | <p>5D.1. Teachers will use Pre and Post-test data to drive individual instruction. This will provide students with corrective feedback to achieve proficiency.</p> | <p>5D.1. Teachers, Math Coach, Administration</p> | <p>5D.1. Summarization of concepts in an interactive notebook; Student self-graphing of their data; High impact math centers; Teachers will plan and receive PD with the math coach.</p> | <p>5D.1. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet</p> | | |
| <p><u>Mathematics Goal #5D:</u> The percent of students with disabilities on the 2012-13, FCAT Math proficiency will increase from 13% to 21%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |

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|---|--|--|---|---|---|---|--|
| | On the 2012 Math FCAT, 13% of students with disabilities earned proficiency in math. | The proficiency level of students with disabilities on the 2013 FCAT Math Assessment is 21%. | | | | | |
| | | 5D.2. Teachers are not using multiple strategies and need PD in those strategies. | 5D.2. Teachers will allow students opportunities to explore and apply multiple strategies to solve mathematical problems using resources such as Number Talks by Sherry Parrish and Go Math with the podcast. | 5D.2. Teachers, Math Coach, Administration | 5D.2. Through teacher evaluation in Observation of lessons using multiple strategies Reflection meetings on the use of the new learning. | 5D.2. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet | |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|---|--|--|---|--|---|--|--|
| <p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> | <p>5E.1. Teachers giving the pre-test but not planning for differentiated instruction.</p> | <p>5E.1. Teachers will use Pre and Post-test data to drive individual instruction. This will provide students with corrective feedback to achieve proficiency.</p> | <p>5E.1. Teachers, Math Coach, Administration</p> | <p>5E.1. Summarization of concepts in an interactive notebook; Student self-graphing of their data; High impact math centers; Teachers will plan and receive PD with the math coach.</p> | <p>5E.1. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet</p> | | |
| <p><u>Mathematics Goal #5E:</u> The percent of ED students on the 2012 FCAT Math proficiency will increase from 38% to 44%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>On the 2012 Math FCAT, 38% of ED students earned proficiency in math.</p> | <p>The proficiency level of economically disadvantaged students on the 2013 FCAT Math Assessment will be 44%.</p> | | | | | |

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|--|--|---|---|---|---|---|--|
| | | 5E.2. Teachers are not modeling multiple strategies and need PD in those strategies. | 5E.2 Teachers will allow students opportunities to explore and apply multiple strategies to solve mathematical problems using resources such as Number Talks by Sherry Parrish and Go Math podcasts. | 5E.2. Teachers, Math Coach, Administration | 5E.2. Through teacher evaluation in iObservation of lessons using multiple strategies; Reflection meetings on the use of the new learning. | 5E.2. Pre and Post Test Data Organizers; Grade Level Proficiency Sheet | |
| | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | 5E.3 | |

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

| | | | | | | | |
|----------------------|------------------------|--|--|--|--|--|--|
| Middle School | Problem-Solving | | | | | | |
|----------------------|------------------------|--|--|--|--|--|--|

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

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

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|---|--|---|-------|-------|-------|-------|--|
| <p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p> | 2a.1. | 2a.1. | 2a.1. | 2a.1. | 2a.1. | | |
| <p><u>Mathematics Goal #2a:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. | |
| | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 | |

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|---|--|---|---|---|-----------------|-------|--|
| <p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p> | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |
| <p><u>Mathematics Goal #2b:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance.*</u></p> | <p><u>2013 Expected Level of Performance.*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |
| <p>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:</p> | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|--|--|---|-------|-------|-------|-------|--|
| <p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p> | 3a.1. | 3a.1. | 3a.1. | 3a.1. | 3a.1. | | |
| <p><u>Mathematics Goal #3a:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. | |
| | | 3a.3. | 3a.3. | 3a.3. | 3a.3. | 3a.3. | |

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|---|--|---|---|---|-----------------|-------|--|
| <p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | | |
| <p>Mathematics Goal #3b: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. | |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. | |
| <p>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:</p> | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|--|--|---|-------|-------|-------|-------|--|
| <p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> | 4a.1. | 4a.1. | 4a.1. | 4a.1. | 4a.1. | | |
| <p><u>Mathematics Goal #4a:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. | |
| | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. | |

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|--|--|---|-----------|-----------|-----------|-----------|--|
| <p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p> | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
| <p><u>Mathematics Goal #4b:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p> | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |

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| | | | | | | | |
|--|--|-----------------|--|--|------------------------|--|--|
| <p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> | <p>Baseline data 2010-2011</p> | | | | | | |
| <p><u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></p> | | | | | | | |
| <p>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:</p> | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | | |
| <p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> | <p>5B.1. White: Black: Hispanic: Asian: American Indian:</p> | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> | | |

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

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| Mathematics Goal #5C: | 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> | | | | | |
| | | 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. | | |

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| <u>Mathematics Goal #5D:</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> | | | | | |
| | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | 5D.3 | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | 5E.1. | 5E.1. | 5E.1. | 5E.1. | 5E.1. | | |

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| <u>Mathematics Goal #5E:</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> | | | | | |
| | | 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

Florida Alternate Assessment High School Mathematics Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
|--|---|--|---|---|-----------------|------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| | | | | | | | |
|---|--|---|---|---|-----------------|------|--|
| <p>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. | | |
| <p>Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:</u>*</p> | <p><u>2013 Expected Level of Performance:</u>*</p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. | |
| | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. | |
| <p>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:</p> | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| | | | | | | | |
|---|---|--|---|-------|-------|------|------|
| 4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics. | 4.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
| | Mathematics Goal #4: Enter narrative for the goal in this box. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | | Enter numerical data for current level of performance in this box. | Enter numerical data for expected level of performance in this box. | | | | |
| | | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. |
| | | | 4.3. | 4.3. | 4.3. | 4.3. | 4.3. |

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

| | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|
| Algebra EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
| | | | | | | | |

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

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| | | | | | | | |
|--|--|---|-----------|-----------|-----------|-----------|--|
| <p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p> | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| <p>Algebra Goal #2: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p> | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| <p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> | <p>Baseline data 2010-2011</p> | | | | | | |

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| | | | | | | | |
|--|--|---|--|--|------------------------|--------------|--|
| <p><u>Algebra Goal #3A:</u> <i>Enter narrative for the goal in this box.</i></p> | | | | | | | |
| <p>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:</p> | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | | |
| <p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> | <p>3B.1. White: Black: Hispanic: Asian: American Indian:</p> | <p>3B.1.</p> | <p>3B.1.</p> | <p>3B.1.</p> | <p>3B.1.</p> | | |
| <p><u>Algebra Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p> | <p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p> | | | | | |
| | | <p>3B.2.</p> | <p>3B.2.</p> | <p>3B.2.</p> | <p>3B.2.</p> | <p>3B.2.</p> | |

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

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

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

End of Algebra EOC Goals

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Geometry End-of-Course Goals

* 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. | | |

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| | | | | | | | |
|--|---|--|---|---|-----------------|------|--|
| Geometry 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 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:* | 2013 Expected Level of Performance:* | | | | | |

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| | | | | | | | |
|---|---|--|---|---|------------------|------------------|--|
| | <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 | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | |
| <u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i> | | | | | | | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

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

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

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| | | | | | | | |
|--|---|--|-------|-------|-------|-------|--|
| 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> | <u>2012 Current Level of Performance.*</u> | <u>2013 Expected Level of Performance.*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 3E.2. | 3E.2 | 3E.2. | 3E.2. | 3E.2. | |
| | | 3E.3 | 3E.3 | 3E.3 | 3E.3 | 3E.3 | |

End of Geometry EOC Goals

Mathematics Professional Development

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

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| 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Number Talks Book Study and Data Meetings | K-5 | Math Coach and Administration | K-5 Teachers | Teachers will meet bi-weekly. | Teachers will take minutes of all meetings, Math Coach will keep a log of teachers and grade levels and the needs addressed. | Math Coach and Grade Level Facilitators |
| | | | | | | |
| | | | | | | |

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 |
| Houghton Mifflin/Harcourt | Go Math Program | Textbook Funds | 5,000.00 |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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| | | | |
|--|--------------------------------|----------------|-----------|
| Student Engagement with standards based/mastery learning | First in Math | Title One | 4,500.00 |
| Student Engagement | Smartboards, iPads, and iPods | Title One/PTO | 15,000.00 |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Student Engagement | Cooperative Learning Refresher | Title One | 1,000.00 |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Subtotal: | | | |
| Total: | | | |

End of Mathematics Goals

Elementary and Middle School Science Goals

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

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Elementary and Middle Science Goals | Problem-Solving Process to Increase | | | | | | |
|--|--|--|--|--|--|--|--|

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| | 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. Not all teachers are comfortable using the inquiry based lessons and the 5-E Model to teach science. | 1a.1. Teachers will use inquiry based lessons which follow the 5 E Model to promote deeper understanding of the concepts and foster higher order thinking. | 1a.1. Teachers and Administration | 1a.1. Students actively participating in ongoing inquiry based lessons. Student summarization of inquiry lessons in the science notebooks. | 1a.1. Lesson Plans CORE Science Assessment Science Benchmark Assessment Student work Samples; Pre and Post test; core k-12; pretest data organizer | | |
| <u>Science Goal #1a:</u> The percent of students scoring a Level 3 or higher on the 2012-13, FCAT Science proficiency will increase from 37% to 43%. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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| | | | | | | | |
|--|---|--|--|---|--|---|--|
| | The current level of performance on the Science FCAT was 37% of students are at or above grade level. | The expected level of proficiency on Science FCAT will be at or above 43%. | | | | | |
| | | 1a.2. Students need additional exposure to nonfiction text to deepen the knowledge and build background for scientific thinking. | 1a.2. Nonfiction and science based text will be incorporated throughout the day across curricular areas. | 1a.2. Teachers, Technology Specialist, Administration | 1a.2. Students will actively engage with peers during cooperative learning structures to increase the rigor of their thinking allowing them to utilize higher order thinking skills. | 1a.2. Core K-12 The Body of Knowledge Pre-Post Tests Lesson Plans; Pre and Post test; core k-12; pretest data organizer | |
| | | 1a.3. | 1a.3. | 1a.3. | 1a.3. | 1a.3. | |
| 1b. Florida Alternate Assessment: Students scoring at Level 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> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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| | | | | | | | |
|--|---|--|---|--|------------------------------|-------|--|
| | <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. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. | 2a.1. Teachers having time to create opportunities for differentiating across curriculum areas. | 2a.1. Teachers will use inquiry based lessons which follow the 5 E Model to promote deeper understanding of the concepts and foster higher order thinking. | 2a.1. Teachers and Administration | 2a.1. Evidence of student projects Rubrics for student projects will be developed and implemented. | 2a.1. Science Project Rubric | | |

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| | | | | | | | |
|--|---|---|--|--|---|--|--|
| <p>Science Goal #2a: The percent of students scoring a Level 4 or higher on the 2012-13, FCAT Science proficiency will increase from 4% to 14%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013Expected Level of Performance:*</u></p> | | | | | |
| | <p>The percent of students scoring a Level 4 or higher on the 2012, FCAT Science is 4%.</p> | <p>The percent of students scoring a Level 4 or higher on the 2013, FCAT Science proficiency will be 14%.</p> | | | | | |
| | | <p>2a.2. Students need additional exposure to nonfiction text to deepen the knowledge and build background for scientific thinking.</p> | <p>2a.2. Non fiction and science based text will be incorporated throughout the day across curricular areas.</p> | <p>2a.2. Teachers, Technology Specialist, Administration</p> | <p>2a.2. Students will actively engage with peers during cooperative learning structures to increase the rigor of their thinking allowing them to utilize higher order thinking skills.</p> | <p>2a.2. Core K-12 The Body of Knowledge Pre-Post Tests Lesson Plans; Pre and Post test; core k-12; pretest data organizer</p> | |
| | | <p>2a.3</p> | <p>2a.3</p> | <p>2a.3</p> | <p>2a.3</p> | <p>2a.3</p> | |
| <p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p> | <p>2b.1.</p> | <p>2b.1.</p> | <p>2.1.</p> | <p>2b.1.</p> | <p>2b.1.</p> | | |

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

| | | | | | | | |
|--|---|--|-------|-------|-------|-------|--|
| Science 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 | |

End of Elementary and Middle School Science Goals

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 | | |

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| | | | | | | | |
|---|--|---|---|---|-----------------|------|--|
| <p>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p> | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| <p>Science Goal #1: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| <p>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:</p> | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| | | | | | | | |
|---|--|---|------|------|------|------|--|
| <p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p> | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| <p><u>Science Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

| | | | | | | | |
|---------------------------------|---|--|--|--|--|--|--|
| <p>Biology EOC Goals</p> | <p>Problem-Solving Process to Increase Student Achievement</p> | | | | | | |
|---------------------------------|---|--|--|--|--|--|--|

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

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

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

| | | | | | | | |
|--|--|---|------|------|------|------|--|
| <p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p> | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| <p>Biology Goal #2: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |

End of Biology EOC Goals

Science Professional Development

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> | | | | | | |
|--|--|--|--|--|--|--|

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

| 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| 5 E Model Development | K-5 | Grade Level Facilitators and Administration | Lesson Study K-5 | On a 6 week rotation basis teachers will work in Lesson Study Grade Level Groups | Teachers will work in Lesson Study Grade Level Groups. Lesson Plans will be developed by grade level. | All K-5 Teachers |
| | | | | | | |
| | | | | | | |

Science Budget (Insert rows as needed)

| | | | |
|---|-------------------------------|----------------|-------------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Implement science series to meet the GL standards for Science | Fusion Science Program | Textbook Funds | \$8000.00 |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Student Engagement | Smartboards, iPads, and iPods | Title One/PTO | \$15,000.00 |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Student Engagement | Cooperative Learning Booster | Title One | \$1,000.00 |
| Standards Driven Teaching | Lesson Study | RTTT Grant | |

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

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

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Time is not allocated to consistently to conference with the students on their writing. | 1a.1. Coaching will continue to be provided on how to conference in a timely manner using a conference form. | 1a.1. Teachers, Literacy Coach, Administration | 1a.1. Grade Level Data Days Student/Teacher Conference Forms | 1a.1. Student Writing Samples Conference Forms | | |

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

| | | | | | | | |
|---|--|--|--|---|--------------------------------|--|--|
| <p>Writing Goal #1a: The percent of students scoring a proficiency level 3 or higher on the 2012-13, FCAT Writing will increase from 68% to 69%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>On the 2012 FCAT Writing, 68% of our students are meeting the state standards in writing.</p> | <p>The expected level of performance is for 69% of our students to earn a level 3.5 or higher on the FCAT Writing..</p> | | | | | |
| | | <p>1a.2. Students lack the skill necessary to ask questions of themselves while reading and respond to text in writing and verbally as they read a text.</p> | <p>1a.2. Students will learn to justify their written responses with evidence from the text.</p> | <p>1a.2. Teachers, Literacy Coach, Administration</p> | <p>1a.2. Written responses</p> | <p>1a.2. Student Writing responses</p> | |
| | | <p>1a.3.</p> | <p>1a.3.</p> | <p>1a.3.</p> | <p>1a.3.</p> | <p>1a.3.</p> | |
| <p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> | <p>1b.1.</p> | <p>1b.1.</p> | <p>1b.1.</p> | <p>1b.1.</p> | <p>1b.1.</p> | | |

2012-2013 School Improvement Plan (SIP)-Form SIP-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. | |

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring |

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

| | | | | | | |
|------------------------------|-----|--|------------------|---------------------|-------------------------|---|
| Writing Conferencing | K-5 | Literacy Coach and Grade Level Facilitators | All K-5 Teachers | PLC Meetings Weekly | PLC Agendas and Minutes | Literacy Coach and Grade Level Facilitators |
| Writing Across Content Areas | K-5 | Literacy Coach, Math Coach, Grade Level Facilitators, and Administration | All K-5 Teachers | PLC Meetings Weekly | PLC Agendas and Minutes | Literacy Coach and Grade Level Facilitators |
| | | | | | | |

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 |
| Student Engagement | Smartboards, ipads, ipods | Title One/PTO | 15,000.00 |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |

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

| | | | |
|--------------------|------------------------------------|----------------|-----------|
| Strategy | Description of Resources | Funding Source | Amount |
| Student Engagement | Supplies and Materials for Writing | Title One | \$3000.00 |
| Subtotal: | | | |
| Total: | | | |

End of Writing Goals

Civics End-of-Course (EOC) Goals

* 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. | | |

2012-2013 School Improvement Plan (SIP)-Form SIP-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:* | | | | | |

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

| | | | | | | | |
|--|---|--|------|------|------|------|--|
| | <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 | |

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/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) | | |

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

| | | | |
|--------------------------|--------------------------|----------------|--------|
| 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

U.S. History End-of-Course (EOC) Goals

* 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 | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|

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

| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|--|---|---|-----------------|------|--|
| 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> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

| | | | | | | | |
|---|--|---|------|------|------|------|--|
| <p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p> | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| <p>U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |

U.S. History Professional Development

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>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</p> | | | | | | |
|--|--|--|--|--|--|--|

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

| 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 and Schedules (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: | | | |

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

| | | | |
|---------------|--|--|--|
| Total: | | | |
|---------------|--|--|--|

End of U.S. History Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (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 | | |

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

| | | | | | | | |
|-----------------------------|--|---|--|--|--|--|--|
| <p>1. Attendance</p> | <p>1.1. Issues related to poverty, family problems, transportation problems, and lack of parental support are the major barriers contributing to the attendance issue.</p> | <p>1.1. Teachers will call home after a student misses 3 consecutive days of school. Letters will be sent home to the parents of students who have accumulated 4 days of absences. A copy of this letter will be copied to the teacher and the school social worker as well. The State Attorney's Office will be notified of excessive absences. The school social worker will continue to keep a database to monitor attendance. The school social worker will facilitate monthly attendance meetings.</p> | <p>1.1. Administration, Data Entry Operator, Classroom Teachers, School Social Worker, Guidance Counselor, and PBS Committee</p> | <p>1.1. Monthly Attendance meetings, PBS Committee meetings, and PS/RtI meetings</p> | <p>1.1. TERMS reports, School Social Worker's database reports, and Raptor reports</p> | | |
|-----------------------------|--|---|--|--|--|--|--|

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

| | | | | | | | |
|-----------------------------------|---|--|------|------|------|------|--|
| <u>Attendance Goal #1:</u> 95% | <u>2012 Current Attendance Rate:*</u> | <u>2013 Expected Attendance Rate:*</u> | | | | | |
| | 95% | 96% | | | | | |
| | <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> | | | | | |
| | 35% (191/546) | 30% | | | | | |
| | <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> | | | | | |
| | 6% (35/546) | 5% | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Professional Development (PD) aligned with Strategies through Professional Learning | | | | | | |
|--|--|--|--|--|--|--|

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| 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | | |
| | | | | | | | |

Attendance Budget (Insert rows as needed)

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

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| | | | |
|------------------|-----------------------------------|----------------|----------|
| Strategy | Description of Resources | Funding Source | Amount |
| Second Step | Curriculum to teach social skills | Title One | 5,000.00 |
| Subtotal: | | | |
| Total: | | | |

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 | | |

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

| | | | | | | | |
|---|---|---|---|--|---|--|--|
| <p>1. Suspension</p> | <p>1.1. Lack of positive pro-social skills to help solve problems without resorting to violence or relational aggression.</p> | <p>1.1. Teachers will review and implement the Second Step curriculum with fidelity to increase students' social skill development. All classes are using a class wide positive reward system to reinforce with problem solving.</p> | <p>1.1. Basic Teachers, Special Area Teachers, Guidance Counselor, Student Achievement Coach, Administration, School Psychologist/ PS/RtI Coach</p> | <p>1.1. Evaluation of Pasco STAR discipline data Targeted observations of specific skills/behaviors Positive Behavior Support PLC weekly meeting PS/RtI data analysis</p> | <p>1.1. Evaluation of Pasco STAR discipline data Targeted observations of specific skills/ behaviors</p> | | |
| <p>Suspension Goal #1: <i>65 Total Discipline Referrals</i></p> | <p><u>2012 Total Number of In-School Suspensions</u></p> | <p><u>2013 Expected Number of In-School Suspensions</u></p> | | | | | |
| | <p><i>2</i> <i>in-school suspensions</i></p> | <p><i>1</i></p> | | | | | |
| | <p><u>2012 Total Number of Students Suspended In-School</u></p> | <p><u>2013 Expected Number of Students Suspended In-School</u></p> | | | | | |
| | <p><i>2</i></p> | <p><i>1</i></p> | | | | | |
| | <p><u>2012 Number of Out-of-School Suspensions</u></p> | <p><u>2013 Expected Number of Out-of-School Suspensions</u></p> | | | | | |
| | <p><i>10</i></p> | <p><i>5</i></p> | | | | | |
| | <p><u>2012 Total Number of Students Suspended Out-of-School</u></p> | <p><u>2013 Expected Number of Students Suspended Out-of-School</u></p> | | | | | |

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| | | | | | | | |
|--|-----|------|------|------|------|------|--|
| | 1.0 | 1.1 | | | | | |
| | | 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. | | | | | | |
| | 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/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 |
| Second Step | Curriculum to teach social skills | Title One | 5,000.00 |
| Incentives/Rewards | Incentives/Rewards | Title One | 5,000.00 |
| Subtotal: | | | |

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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

| | | | | | | | |
|--|--|---|------|------|------|------|--|
| 1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Dropout Rate:*</u> | <u>2013 Expected Dropout Rate:*</u> | | | | | |
| | <i>Enter numerical data for dropout rate in this box.</i> | <i>Enter numerical data for expected dropout rate in this box.</i> | | | | | |
| | <u>2012 Current Graduation Rate:*</u> | <u>2013 Expected Graduation Rate:*</u> | | | | | |
| | <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) | | | | | | | |
|--|--|--|--|--|--|--|--|

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| 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 and Schedules (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)/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: | | | |

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

| | | | | | | | |
|--|--|---|------|------|------|------|--|
| 1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |
| | | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 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. | | | | | | | |
|--|--|--|--|--|--|--|--|

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| 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|----------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Parent Involvement Budget

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

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

| | | | |
|---------------|--|--|--|
| Total: | | | |
|---------------|--|--|--|

End of Parent Involvement Goal(s)

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

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

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

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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 |
| | | | |
| | | | |

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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

| | | | | | |
|--------------------|---------------------------------------|--|--|--|--|
| CTE Goal(s) | Problem-Solving Process to | | | | |
|--------------------|---------------------------------------|--|--|--|--|

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| | 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 and Schedules (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 |
| | | | |
| | | | |

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| | | | |
|------------------|--|--|--|
| Subtotal: | | | |
| Total: | | | |

End of CTE Goal(s)

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. | | |

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| | | | | | | | |
|--|---|--|------|------|------|------|--|
| Additional Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
| | <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 and Schedules (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)

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Final Budget (Insert rows as needed)

| | |
|--|---------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total: |
| Mathematics Budget | Total: |
| Science Budget | Total: |
| Writing Budget | Total: |
| Attendance Budget | Total: |
| Suspension Budget | Total: |
| Dropout Prevention Budget | Total: |
| Parent Involvement Budget | Total: |
| Additional Goals | Total: |
| | Grand Total: |

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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 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. |

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The School Advisory Council plays a vital role in the development and implementation of the School Improvement Plan and Parent Involvement Plan, Policy, and Compact. Members of the council are elected by majority vote. The meetings are scheduled once a month. A member of the SAC committee is appointed to become the chair. The committee develops school improvement objectives, including strategies and recommendations for staff development and how to spend the budget. Once the plan is approved, it is shared with all members of the faculty and staff as well parents and community members. The plan is posted on the school's website after it receives school board approval. The SAC then oversees the implementation of the strategies for each goal area.

| Describe the projected use of SAC funds. | Amount |
|--|--------|
| | |
| | |
| | |