

Florida Department of Education



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Endeavour Elementary Magnet School of Technology	District Name: Brevard
Principal: Rachad Wilson	Superintendent: Dr. Brian Binggeli
SAC Chair: Rachael Breckenridge	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Rachad T. Wilson	Bachelor of Science from the University of South Carolina Master of Science from Nova Southeastern University	7 months	4 years 5 months	Endeavour Elementary School: 2011-2012 School Grade D. Endeavour did not make AYP this year. *only at Endeavour for half of the year.

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Assistant Principal	Ashley D. Toll	BS- Florida State University- Family, Child, and Consumer Sciences MS- Nova Southeastern- Ed. Leadership	1	1	Discovery Elementary School: 2007-2011 School Grade A all years. Discovery did not make AYP in those years. Endeavour Elementary School: 2011-2012 School Grade D. Endeavour did not make AYP this year.
Assistant Principal	Jamerson Jones	MS Educational Leadership	First year	First year	

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mary Diaz	Elem. Education K-6 PreK/Primary Ed. PK-3	11	11	Endeavour Elementary School: 2011-2012 School Grade D. Endeavour did not make AYP this year. Endeavour :2010-2011 School Grade-D Endeavour: 2009-2010 School Grade-A. Endeavour: 2008-2009 School Grade-D.
1-6 Elem entary Education and 5- 8 Middle School Integrate d	Maria D. Leaman	BS in Elementary Education Masters in Educational Leadership	August 2012	August 2012	Suntree, Longleaf, and Quest – School Grade – “A,” Yes to AYP Endeavour – first year at Endeavour so did not contribute yet

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Partner new teachers with veteran mentor teachers, also assisted by NBCT and Mentor Council Representatives	Assistant Principal	May, 2012
2. Promote both junior and senior interns during the school year and work closely with college advisors	Asst Principal	May, 2012

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3. Provide quality professional development including Common Core strategies and solid foundation of new performance appraisal system	Principal, Asst Principal, Common Core Launch Team	May, 2012
4. Regular meetings with administration and collaborative teams to review best practice, issues and concerns, professional growth	Principal, Asst Principal, Collaborative teams	May, 2012

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
15% (11) Not ESOL certified.	Monitor Teachers taking ESOL courses during the school year.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
70	8%	30%	40%	30%	42%	100%	12%	9%	34%

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Elizabeth Bueno-Rydosz	Christine Buckley	Both are Title 1 Reading Teachers	Observations of teacher, opportunities to observe other teachers, collaboration meetings, pairing with curriculum coaches, district professional development classes for new teachers.

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Selina Black	Lois McCoy	Both are 4 th Grade Teachers	“ ”
Lucius Chambers	Ashley Toll	Both are a part of the leadership team	“ “
Stacey Chambers	Donna Arnister	Both teach 2 nd Grade	“ “
Hazel Corbin	Jessica Brennan	Both are Kindergarten Teachers	“ “
Susan Ellis	Lois McCoy	Both are 4 th Grade Teachers	“ “
Angela Dees	Rosanna Cope	Both work with our intermediate students	“ “
Melissa Heer	Leslie Moore	Both are Kindergarten Teachers	“”
Christy Meraz	Heather Martin	Both work with our ESE students	“ “
Andrea Parisi	Ashley Toll	Both are a part of the leadership team	“ “
Melissa Parkhurst	Christy Filakosky	Both work with our supported level students	“ “
James Pierre	Heather Martin	Both work with our ESE students	“ “
Leacey Prince	Jessica Brennan	Both are Kindergarten Teachers	“ “
Clare Schroeder	Karen Coppola	Both teach 1 st Grade	“ “
Crystal Smith	Nicola Gerges	Both teach 3 rd Grade	“ “
Jennifer Vermillera	Heather Martin	Both work with our ESE students	“ “
Sheila Weaver	Jessica Brennan	Both work in Kindergarten	“ “
Katherine Hracho	Nicola Gerges	Both teach 3 rd Grade	“ “
Kacey Masterson	Rosanna Cope	Both work with our intermediate students	“ “
Aimee Shaluly	Karen Coppola	Both teach 1 st Grade	“ “
Katherine Pumarejo-Menendez	CeCe Epperson	Both teach 6 th Grade	“ “

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Endeavour Elementary receives federal funding from the Title I program. We received \$410,400 for the 2012-2013 school year. This money is used to provide salaries for our Title I coordinator, and two Literacy Support teachers.
Title I, Part C- Migrant Endeavour Elementary School has no students identified as migrant students at this time.
Title I, Part D The district receives federal money; Part D is handled at the District level; N/A at the elementary level.
Title II Professional Development is provided to our teachers through District Professional Development office. Endeavour has five teaching positions funded out of Title II.
Title III Endeavour has 141 students identified as in need and receiving ELL services from one ELL teacher and two ELL instructional assistants.
Title X- Homeless District receives money to support our homeless students through a resource teacher at the district office.
Supplemental Academic Instruction (SAI) Endeavour participates in an SAI program at the Elementary level, ASP. Our ASP program for the 2012-2013 school year has a primary focus on math. Please refer to the extended learning opportunities sections for the outline of our ASP program.
Violence Prevention Programs Endeavour has two guidance counselors. Endeavour participates in anti-bullying programs. The Cocoa Police Department is also on campus at times to mentor students in trouble.
Nutrition Programs Endeavour Elementary participates in the free and reduced lunch program. All students receive free breakfast. We have an active wellness program/plan. Endeavour students receive 3 free snacks a week through the Fresh Fruit and Vegetable Program.
Housing Programs
Head Start This will be Endeavour Elementary's first year working with Head Start. We will work closely with the district Head Start representative to ensure funds and programs are used and implemented correctly.
Adult Education
Career and Technical Education

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Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Principal, Assistant Principal, Reading Coach, Counselor, Social Worker, School Psychologist

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

The leadership team meets once a month. Data analysis meetings are held with teachers each semester to address the academic needs of students. The RtI team meets with each grade level once a semester to coordinate RtI implementation. The principal will cultivate the vision for the coordination of the RtI implementation by being an active participant in all RtI Leadership Team meetings and activities. The role of the Assistant Principal is to ensure that the RtI Leadership team is fulfilling its functions. The role of the Reading Coach is to monitor the academic progress of students that are receiving interventions. This will be accomplished by monitoring bi-monthly ongoing progress of the effectiveness of the intervention program delivery. The role of the Counselor is to provide support services to parents, teachers, and students throughout the intervention process. In addition, the RtI Leadership team will provide supplemental enrichment opportunities to those students that have learned or already know targeted skills.

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?

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will provide varying levels of support and interventions to students based on data.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Our master schedule maps out intervention times. Each teacher will teach their homeroom 90 minute reading block. They will also implement a mandatory 60 minute reading block at the end of the school day. Support staff and teachers without a homeroom classroom will push into this extra intervention block. A 30 minute intervention is also scheduled into each teacher's day. Support staff will push into the classrooms to provide the tiered intervention services.

Describe the plan to train staff on MTSS.

All teachers will be offered online trainings provided by the district. All teachers will also receive professional development training on RtI during faculty meeting as well opportunities during district professional opportunities on the district mandated Professional Development Day. In addition, the leadership team will provide a network of ongoing support for RtI organized through grade level meetings.

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Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Assistant Principal, Reading Coach, Math Liaison, Counselor, Grade level Chairpersons.

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team and will meet at least once a month. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

All teachers will become experts in RtI. Teachers will be able to identify which subgroups have not met AMO's within their class and use differentiated instruction to meet all their needs.

Public School Choice

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

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

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

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

Endeavour Elementary School assesses all students prior to entering Kindergarten. The areas that were assessed were knowledge of English skills. The assessment instruments are the Comprehensive English Language Learning Assessment (CELLA) and The Florida Kindergarten Readiness Screener (FLKRS). These are administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment for Instruction in Reading (FAIR) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. Data was used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Screening tools will be re-administered mid-year and at the end of the year

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

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

Endeavour Elementary includes 6th grade. Each 6th grade teacher is responsible for providing reading instruction based on the NGSSS for reading. The required 90 minute reading block is provided for every 6th grade student with additional RtI time.

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1.	1A.1. FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings.	1A.1. Principal; Assistant Principal	1A.1. Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	1A.1. CWT data; PLC meeting agendas; Benchmark Assessments		
<u>Reading Goal #1A:</u> By 2013, 50% of students will achieve a level 3 or above on the FCAT reading assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	The results of the 2012 FCAT Reading Test indicate that we had 59 (17%) students in grades 3-6 who scored a level 3 on the FCAT 2.0 Reading.	For the 2013 school year, we would like to see 50% of our students score an achievement level of level 3 in reading.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u> By 2013, 50% of students will achieve a level 4-6 on the FAA reading assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	The results of the 2012 FAA Reading Test indicate that we had 3 (26%) students in grades 3-6 who scored a level 4-6 on the FAA Reading.	Our goal for the 2013 FAA Reading Test is that we will have 50% of our students in grades 3-6 scoring a 4-6 on the FAA Reading					
		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 in reading.</p>	<p>2A.1. Students need the exposure to Marzano's Instructional Strategies daily to sustain and increase comprehension skills.</p>	<p>2A.1. Provide students with comprehension questions that require literal, interpretive, and analytical thinking skills.</p> <p>Provide students the opportunity to enhance comprehension skills through authentic graphic organizers and read alouds to promote higher level interpretive skills.</p> <p>Infuse Common Core standards focusing on Text Complexity</p>	<p>2A.1. Leadership Team; District Personnel</p>	<p>2A.1. Class assignments</p> <p>Ongoing informal Teacher Assessments to determine mastery of comprehension</p> <p>CWTs focusing on instructional strategies</p> <p>CWT data analysis and feedback</p>	<p>2A.1. Teacher Assessments</p> <p>Basal Text</p>		

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Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By 2013, 15% of students will achieve a level 4 on the FCAT reading assessment.							
	The results of the 2012 FCAT Reading Test indicate that we had 3 (26%) students in grades 3-6 who scored a level 4-6 on the FCAT Reading.	For the 2013 school year we would like to have 15% of our students score a level 4 or above on the FCAT Reading.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By 2013, 45% of students will achieve a level 7 or above on the FAA reading assessment.							
	The results of the 2012 FAA Reading Test indicate that we had 6 (37%) students in grades 3-6 who scored a level 7 or above on the FAA Reading.	This year we would like to have 45% of our students score a level 7 or above on the FAA Reading test.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>5b.2. Lack of Standards- Based Instruction School-wide</p>	<p>5b.2. Modify master schedule to provide common planning and staggered intervention time for all grade levels.</p> <p>5b. 2 Common planning will ensure the following: collaboration, unpacking standards, creation and utilization of up-to-date data binders, and fidelity of implementation of school-wide non-negotiables 5b.2 Establish non- negotiables and ensure fidelity to include PLCs, attendance at faculty meetings, accountability for behavior/ class work/ home learning, differentiation/ small groups/ guided reading, high expectations for ALL students, active</p>	<p>5b.2. Administrative Team, instructional coaches, teacher leaders/grade level chairs, district personnel</p>	<p>5b.2. Classroom Walk Throughs; Lesson Plans; Meeting Agendas</p>	<p>5b.2. Ongoing Process monitoring; Success Maker data;</p>		
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	<p>student learning and authentic student engagement, inclusion, and having the media center be the heart and soul of the school, to be monitored through frequent classroom walkthroughs by administrative team, instructional coaches and district personnel</p> <p>5b.2 Success Maker lab will be utilized with fidelity at grades 3-6 as evidenced by teacher behaviors outlined by administrative team</p> <p>5b.2 Teachers will review the Success Maker data wall on a monthly basis during common planning to identify all students' responses to the instruction to determine</p>					
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		<p>which students need additional support and if Success Maker is being implemented with fidelity 5b.2</p> <p>K-2 teachers will participate in ongoing training on CCSS, including administrative and instructional coaches' support during common planning as well as district-provided opportunities 5b2.</p> <p>3-6 teachers will participate in ongoing training on NGSSS, including administrative and instructional coaches' support during common planning</p>					
<p><u>Reading Goal #3A:</u></p> <p>By 2013, 35% of students making learning gains on the FCAT reading assessment.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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	<p>The results of the 2012 FCAT Reading Test indicate that we had 26% of students in grades 3-6 who made learning gains on the FCAT Reading.</p>	<p>In 2013 we would like to have 35% of our students make learning gains on the FCAT Reading.</p>					
		<p>3A.2.</p>	<p>3A.2. The Florida Continuous Improvement Model (FCIM) will be implemented school-wide to monitor and analyze data, focus instruction and monitor progress FAIR will be implemented to closely monitor student developmental skills and students progress in reading</p>	<p>3A.2. Leadership Team; Teachers; Coaches</p>	<p>3A.2. CWTs, Data monitoring, Analysis of FAIR data Data analysis, Disaggregation of data to determine intervention, Data Chats (Administrators with Teachers, Administrators with Students, Teachers with Students) Quarterly Monitoring</p>	<p>3A.2. FAIR Basal Text Assessments Success Maker</p>	
		<p>3A.3.</p>	<p>3A.3. SuccessMaker will be implemented school-wide to help students increase academic learning gains and fill learning gaps.</p>	<p>3A.3. Leadership Team, Teachers</p>	<p>3A.3. Data monitoring and charting, Disaggregation of data to determine intervention, Data chats (administrators with teachers, administrators with students, teachers with students.)</p>	<p>3A.3.</p>	

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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: By 2013, 40% of students will make learning gains on the FAA reading assessment.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p>The results of the 2012 FAA Reading Test indicate that we had 5 (33%) students who made learning gains on the FAA Reading.</p>	<p>In 2013, we would like to have 40% of our students make learning gains on the Reading portion of the FAA.</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1.	4A.1. FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings.	4A.1. Principal; Assistant Principal	4A.1. Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	4A.1. CWT data; PLC meeting agendas; Benchmark Assessments		
Reading Goal #4: By 2013, 85% of our lowest 25% students making learning gains on the FCAT reading assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	The results of the 2012 FCAT Reading Test indicate that we had 78% of our lowest 25% students make learning gains in Reading.	In 2013, we would like to have 85% of our lowest 25% students make learning gains in Reading.					

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		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	4A.1. FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings.	4A.1. Principal; Assistant Principal	4A.1. Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	4A.1. CWT data; Grade Level meeting agendas; Benchmark Assessments		

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<p><u>Reading Goal #5B:</u> By 2013, 50% of our white students, 35% of our black students, and 50% of our Hispanic students will make satisfactory progress on the Reading portion of the FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>White: 58% Black: 75% Hispanic: 58% Asian: American Indian:</p>	<p>White: 50% Black: 35% Hispanic: 50% Asian: American Indian:</p>				
		<p>5B.2.</p>	<p>5B.2. Students need Oral Fluency, Comprehension and Vocabulary skills</p>	<p>5B.2. Closely monitor student developmental skills, determine core instructional needs, and students progress by implementing FAIR Differentiated instruction to effectively meet students' individual needs to increase comprehension and vocabulary skills for all learners Identify supplemental staff and materials to implement push-in or pull-out strategy Build vocabulary skills in grades K-5 through word walls, read alouds and using Elements of Vocabulary</p>	<p>5B.2. CWTs CWT data analysis and feedback Disaggregation of data to determine effectiveness intervention Analysis and Review FAIR data Ongoing informal Teacher Assessments in mastery of fluency, comprehension and vocabulary skills Leadership Team meetings Data Review chart Data Chats (Administrators with Teachers, Administrators with students, Teachers with Students)</p>	<p>5B.2.</p>

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		5B.3.	5B.3. Students need additional reading instruction to supplement their standard reading program	5B.3. Provide push in and/or pull out services for the students An additional hour is added onto the school day and used for an intensive reading block.	5B.3. Review student performance data on Mini Benchmark assessments Review Performance data charts Data Chats (Administrators with Teachers, Teachers with Students)	5B.3.	
		5.B.4	5B 4. SuccessMaker will be implemented school-wide to help students increase academic learning gains and fill learning gaps.	5 B 4 Leadership Team, Teachers	5B4 Data monitoring and charting, Disaggregation of data to determine intervention, Data chats (administrators with teachers, administrators with students, teachers with students.)	5.B.4	

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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		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Students needs to improve Oral Fluency, Comprehension (including comprehending complex text) and Vocabulary skills</p>	<p>5C.1. Closely monitor student developmental skills, determine core instructional needs, and students progress by implementing FAIR</p> <p>Differentiated instruction in comprehension skills</p> <p>Identify supplemental staff and materials to implement push-in or pull-out strategy</p> <p>Build vocabulary skills in grades K-5 through word walls, read alouds and using Elements of Vocabulary</p> <p>Infuse Common Core Standards to expose students to complex text</p> <p>Acquire bilingual dictionaries for ELL students</p>	<p>5C.1. Leadership Team; Teachers; Coaches</p>	<p>5C.1. CWTs focusing on instructional strategies, instructional practices and the learner</p> <p>CWT data analysis</p> <p>Review FAIR data</p> <p>Bi-weekly Assessments</p> <p>Leadership Team meetings</p> <p>Tracking Mini Benchmark Assessments</p> <p>Data Review chart</p> <p>Data Chats (Administrators with Teachers, Administrators with students, Teachers with Students)</p>	<p>5C.1. Teacher Assessments</p> <p>Teacher observations</p> <p>Mini Benchmark Assessments</p> <p>FAIR</p>		
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		<p>The K-12 ESOL Plan will be utilized as a planning guide</p> <p>ELL students will be instructed daily by highly qualified teachers who are implementing interactive multimedia, multimodal strategies, extended learning opportunities and appropriate testing accommodations</p>					
<p>Reading Goal #5C:</p> <p>By 2013, 45% of ELL students will achieve satisfactory progress on the FCAT reading assessment.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>Based on the 2012 FCAT, 61% of our ELL students are not making satisfactory progress in reading.</p>	<p>In 2013, we would like to see our ELL students have at least 45% making satisfactory progress in reading.</p>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		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 needs to improve Oral Fluency, Comprehension (including comprehending complex text) and Vocabulary skills</p>	<p>5D.1. Closely monitor student developmental skills, determine core instructional needs, and students progress by implementing FAIR</p> <p>Differentiated instruction in comprehension skills</p> <p>Identify supplemental staff and materials to implement push-in or pull-out strategy</p> <p>Build vocabulary skills in grades K-5 through word walls, read alouds and using Elements of Vocabulary</p> <p>Infuse Common Core Standards to expose students to complex text</p> <p>The K-12 ESOL Plan will be utilized as a planning guide</p>	<p>5D.1. Leadership Team; Teachers; Coaches</p>	<p>5D.1. CWTs focusing on instructional strategies, instructional practices and the learner</p> <p>CWT data analysis</p> <p>Review FAIR data</p> <p>Bi-weekly Assessments</p> <p>Leadership Team meetings</p> <p>Tracking Mini Benchmark Assessments</p> <p>Data Review chart</p> <p>Data Chats (Administrators with Teachers, Administrators with students, Teachers with Students)</p>	<p>5D.1. Teacher Assessments</p> <p>Teacher observations</p> <p>Mini Benchmark Assessments</p> <p>FAIR</p>		
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		ELL students will be instructed daily by highly qualified teachers who are implementing interactive multimedia, multimodal strategies, extended learning opportunities and appropriate testing accommodations					
<u>Reading Goal #5D:</u> By 2013, 35% of our SWD will make satisfactory progress on the FCAT reading assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the 2012 FCAT, 78% of our SWD are not making satisfactory progress in reading.	In 2013, we would like to see our SWD have at least 35% making satisfactory progress in reading.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> By 2013, 35% of our ED students will make satisfactory progress on the FCAT reading assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the 2012 FCAT, 67% of our ED students are not making satisfactory progress in reading.	In 2013, we would like to see our ED students have at least 35% making satisfactory progress 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

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

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Reading Budget (Insert rows as needed)

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

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: By 2013, 55% of our CELLA students will score proficient in listening and speaking.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Based on the 2012 CELLA scores, we had 44% of our students score proficient in listening and speaking.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #2: By 2013, 25% of our CELLA students will score proficient in reading.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	Based on the 2012 CELLA scores, we had 16% of our students score proficient in reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #3:</u> By 2013, 25% of our CELLA students will score proficient in writing.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	Based on the 2012 CELLA scores, we had 16% of our students score proficient in writing.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Students need the opportunity to effectively embrace vocabulary in mathematics and understand the Florida Big Ideas to master Florida benchmarks and standards, and Common Core Standards	1A.1. Interactive Word walls will be used to increase math vocabulary skills in Grades K-5. Mathematics instruction will assist with benchmark and standards mastery in grades K-5	1A.1. Leadership Team; Teachers and Coaches	1A.1. CWTs focusing on instructional practices, instructional strategies and the learner CWT data analysis and feedback Word Wall Review	1A.1. Ongoing informal Teacher Assessments on mastering math vocabulary NGSSS Math Assessments On Core Assessments Word Wall Analysis		

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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By 2013, 30% of our students will achieve a level 3 on the FCAT math assessment.							
	Based on the 2012 FCAT scores, we had 20% of our students score level 3 in math.	In 2013, we would like to have 30% of our students score a level 3 on the FCAT math.					
		1B.1.	1B.1. FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings.	1B.1. Principal; Assistant Principal	1B.1. Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	1B.1. CWT data; Grade Level meeting agendas; Benchmark Assessments	
		Success Maker				1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.						

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<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By 2013, 40% of our students will achieve a level 4-6 on the FAA math assessment.							
	Based on the 2012 FAA scores, we had 5(33%) of our students score level 4-6 in math.	In 2013, we would like to have 40% of our FAA students score level 4-6 in math.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Student needs enrichment opportunities and exposure to Common Core Math Standards	2A.1. Project based learning opportunities Use of manipulatives with higher-order questioning, which will include Common Core Standards	2A.1. Leadership Team; Teachers and Coaches	2A.1. CWTs focusing on instructional practices and instructional strategies CWT data analysis and feedback Benchmark Data chart review Data Chats (Administrators with Teachers, Teachers with Students)	2A.1.		
Mathematics Goal #2A: By 2013, 15% of our students will achieve a level 4 and 5 on the FCAT math assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the 2012 FCAT, we had 31(9%) of our students score level 4 or 5 in math.	In 2013, we would like to have (15%) of our students score level 4 or 5 in math.					

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		2A.2. Students need exposure to high level Instructional Strategies daily to maintain and increase analytical and problem solving skills	2A.2. Provide students with problem solving assignments that require two and three step interpretive, and analytical critical thinking skills. Provide students the opportunity to enhance analysis skills through graphic organizers and real world problem solving Provide higher order questionings to improve critical thinking skills	2A.2.	2A.2. Enrichment Activities CWTs focusing on instructional practices, instructional strategies and the learner CWT data analysis and feedback Data chart review and analysis Data Chats (Administrators with Teachers, Teachers with Students)	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> By 2013, 25% of our students will achieve a level 7 on the FAA math assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the 2012 FAA, we had 3(20%) of our students score level 7 in math.	In 2013, we would like to have 25% of our students score level 7 in math.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<u>Mathematics Goal #3A:</u> By 2013, 75% of our students will achieve learning gains on the FCAT math assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the 2012 FCAT, we had 61% of our students make learning gains in math.	In 2013, we would like to have 75% of our students make learning gains in math.					
		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><u>Mathematics Goal #3B:</u> By 2013, 40% of our students will achieve learning gains on the FAA math assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Based on the 2012 FAA, we had 5(33%) of our students make a learning gain in math.</p>	<p>In 2013, we would like to have 40% of our FAA students make learning gains in math.</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Lack of Standards- Based Instruction School-wide</p>	<p>4A.1. Modify master schedule to provide common planning and staggered intervention time for all grade levels.</p> <p>4A.1. Common planning will ensure the following: collaboration, unpacking standards, creation and utilization of up-to-date data binders, and fidelity of implementation of school-wide non-negotiables 4A.1. Establish non- negotiables and ensure fidelity to include PLCs, attendance at faculty meetings, accountability for behavior/ class work/ home learning, differentiation/ small groups/ guided reading, high expectations for ALL students, active student</p>	<p>4A.1. Administrative Team, instructional coaches, teacher leaders/grade level chairs, district personnel</p>	<p>4A.1. Classroom Walk Throughs; Lesson Plans; Meeting Agendas</p>	<p>4A.1. Ongoing Process monitoring; Success Maker data;</p>		
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	<p>learning and authentic student engagement, inclusion, and having the media center be the heart and soul of the school, to be monitored through frequent classroom walkthroughs by administrative team, instructional coaches and district personnel</p> <p>4A.1. Success Maker lab will be utilized with fidelity at grades 3-6 as evidenced by teacher behaviors outlined by administrative team</p> <p>4A.1. Teachers will review the Success Maker data wall on a monthly basis during common planning to identify all students' responses to the instruction to determine which students</p>					
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		<p>need additional support and if Success Maker is being implemented with fidelity 4A.1.</p> <p>K-2 teachers will participate in ongoing training on CCSS, including administrative and instructional coaches' support during common planning as well as district-provided opportunities 4A.1.</p> <p>3-6 teachers will participate in ongoing training on NGSSS, including administrative and instructional coaches' support during common planning</p>					
<p>Mathematics Goal #4:</p> <p>By 2013, 35% of our lowest 25% students will achieve learning gains on the FCAT math assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	In 2012, we had 60% of our lowest 25% students make learning gains on the FCAT math.	In 2013, we would like to have 35% our lowest 25% students make learning gains on FCAT math.					
		4A.2. Students need to learn basic math skill for grade level and Common Core Standards	4A.2. The leadership team will review pertinent data to determine the trends, noting strengths and weaknesses by grade level and student Differentiated Instruction in benchmark areas in need of mastery Small group instruction, Graphic organizers, intensive intervention, Activate prior knowledge (KWL) Explain, model, practice, Mastery of basic math facts, Common Core used to fill the gaps	4A.2. Leadership Team; Teachers; Coaches	4A.2. Data Analysis Mid-Chapter Checkpoints CWTs focusing on instructional practices, instructional strategies and the learner Review and analysis of Math Data Chart CWT data analysis, Data Analysis Progress monitoring	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> <u>#5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings.	5B.1. Principal; Assistant Principal	5B.1. Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	5B.1. CWT data; Grade Level meeting agendas; Benchmark Assessments		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By 2013, 50% of our white students, 35% of our black students, and 50% of our Hispanic students will achieve satisfactory progress on the FCAT math assessment.							
	White: 55% Black: 74% Hispanic: 55% Asian: American Indian:	White: 50% Black: 35% Hispanic: 50% Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> By 2013, 55% of our ELL students will achieve satisfactory on the FCAT math assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the 2012 FCAT, 57% of our ELL students did not make satisfactory progress on the FCAT math.	In 2013, we would like to have 55% of our ELL students making satisfactory progress on the FCAT math.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> By 2013, 35% of our students with disabilities will achieve make satisfactory progress on the FCAT math assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the FCAT data from 2012, only 25% of our SWD made satisfactory progress on the FCAT.	In 2013, we would like to see 35% of our SWD make satisfactory progress on the FCAT math.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> By 2013, 40% of our ED students will make satisfactory progress on the FCAT math assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the FCAT data from 2012, only 35% of our ED students made satisfactory progress on the FCAT.	In 2013, we would like to see 40% of our ED students make satisfactory progress on the FCAT math.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#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.	

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics	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.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
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.	

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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<p>Algebra 1 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> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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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		
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>	<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.	

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

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

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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.		
Geometry 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.	

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

End of Geometry EOC Goals

Mathematics Professional Development

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

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1.	1A.1. FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings.	1A.1. Principal; Assistant Principal	1A.1. Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	1A.1. CWT data; Grade Level meeting agendas; Benchmark Assessments		
<u>Science Goal #1A:</u> By 2013, 30% of our students will achieve satisfactory on the FCAT Science assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Based on the FCAT data from 2012, only 17% of our students made satisfactory progress on the FCAT science.	In 2013, we would like to see 30% of our students make satisfactory progress on the FCAT science.					
		1A.2 All students need a literacy rich environment, to improve in science vocabulary and to be proficient in science standards.	1A.2. Learning and mastery of concepts aligned to the Next Generation Sunshine State Standards and benchmarks Interactive Word walls containing science words will be instituted Instructional Focus calendars will be used to guide instruction	1A.2.	1A.2. Daily CWTs focusing on instructional materials, instructional practices, instructional strategies and the learner, CWTs data analysis and feedback, Progress monitoring, Mini benchmark lessons, Teacher Observations Instructional Focus calendar review	1A.2. Baseline Assessment Science Mid-year assessment Bi-weekly Science Mini benchmark assessments,	

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		<p>1A.3. Lack of Standards-Based Instruction School-wide</p>	<p>1A.3. Modify master schedule to provide common planning and staggered intervention time for all grade levels.</p> <p>1A.3. Common planning will ensure the following: collaboration, unpacking standards, creation and utilization of up-to-date data binders, and fidelity of implementation of school-wide non-negotiables</p> <p>1A.3. Establish non-negotiables and ensure fidelity to include PLCs, attendance at faculty meetings, accountability for behavior/class work/home learning, differentiation/small groups/guided reading, high expectations for ALL students, active student learning and authentic student engagement, inclusion, and having the media center be the heart and soul of the school, to be monitored through frequent classroom walkthroughs by administrative team, instructional coaches and district personnel</p> <p>1A.3. Success Maker lab will be utilized with fidelity at grades 3-6 as evidenced by teacher behaviors outlined by administrative team</p> <p>1A.3. Teachers will review the Success Maker data wall on a monthly basis during common planning to identify all students' responses to the instruction to determine which students need additional support and if Success Maker is being implemented with fidelity</p> <p>1A.3. K-2 teachers will participate</p>	<p>1A.3. Administrative Team, instructional coaches, teacher leaders/grade level chairs, district personnel</p>	<p>1A.3. Classroom Walk Throughs; Lesson Plans; Meeting Agendas</p>	<p>1A.3.</p>	
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			<p>in ongoing training on CCSS, including administrative and instructional coaches' support during common planning as well as district-provided opportunities 1A.3.</p> <p>3-6 teachers will participate in ongoing training on NGSSS, including administrative and instructional coaches' support during common planning</p>				
		1A4. Need to increase science instruction	<p>Integrate science based informational text into the 60 minute reading block for 5th grade</p> <p>Integrate science vocabulary and skills for 5th grade</p> <p>Accelerate science instruction through use of an outside consultant to provide hands-on science lessons by providing an outside consultant for two consecutive days each week: Day 1 preparation and pre-teach Day 2-Hands-on science experimentation</p>				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.						
<p>Science Goal #1B:</p> <p>By 2013, 80% of our students will achieve levels 4-6 on the FAA Science assessment.</p>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Based on the FAA data from 2012, 1 out of 3 (33%) of our FAA students scored a level 5 in science.	In 2013, we would like to see 80% of our FAA students score at proficiency on the FAA science.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Science Goal #2A: By 2013, 15% of our students will achieve a level 4 or level 5 on the FCAT Science assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the FCAT data from 2012, only 2% of our students scored level 4 or 5 on the Science FCAT.	In 2013 we would like to see 15% of our students score above proficiency on the science FCAT.					
		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 science.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p>Science Goal #2B: By 2013, 50% of our students will achieve a level 7 or above on the FAA Science assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>Based on the FAA data from 2012, 1 student scored a level 7 on the science portion of the FAA.</p>	<p>In 2013, we would like to see 2 (50%) of our FAA students score a level 7 or above in science.</p>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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	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		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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

End of Biology 1 EOC Goals

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Science Professional Development

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

Science 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

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

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Writing Goal #1A:</u> By 2013, 70% of our students will achieve a level 3 or higher on the FCAT Writes.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Based on the FCAT data from 2012, 62% of our students scored at a level 3 or higher on FCAT Writes.	In 2013, we would like to see 70% of our students score a level 3 or higher on the FCAT Writes.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: By 2013, 100% of our students will achieve a level 4 or higher on the FAA Writing assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the FAA data from 2012, there were no students (out of 1) who scored at a level 4 or higher.	In 2013, we would like to see 2 (100%) students score a level 4 or higher on the FAA writing.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.	
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Writing Professional Development

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

Writing 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

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

End of Writing Goals

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

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

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

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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		
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>	<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.	

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	<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.	

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

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
Attendance Goal #1: In 2013, we would like to raise our attendance rate to 95%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	In 2012, our attendance rate was 94.41 %	In 2013, we would like to raise our attendance rate to 95%.					
	<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>					

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	In 2012, we had 236 students who had 10 or more absences.	In 2013, we would like to have less than 100 students have 10 or more absences.					
	<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>					
	In 2012, we had 236 students with excessive tardies.	In 2013, we would like to see less than 100 students with excessive tardies.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	Pk-6	Mr. Jones	School-wide	Pre-planning and monthly meetings	Monitor student tardies through our attendance chair person. Work with students on plans to get to school on time.	Heather Martin, Jamerson Jones.

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
Suspension Goal #1: <i>In 2013, we would like to see less than 150 in school suspensions.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	In 2012 we had 205 in school suspensions.	<i>In 2013, we would like to see less than 150 in school suspensions.</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>In 2012, we had 186 students receive an in school suspension.</i>	<i>In 2013, we would like to have less than 100 students receive an in school suspension.</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>In 2012, there were a total of 291 out of school suspensions.</i>	<i>In 2013, we would like to have less than 150 out of school suspensions.</i>					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>In 2012, there were a total of 289 students who were out of school suspended.</i>	<i>In 2013, we would like to have less than 150 out of school suspensions.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	ALL	Mr. Jones	School-Wide	Preplanning, monthly meetings	Constant monitoring of BIP's and PBS strategies.	Mr. Jones, Ms. Kromann

Suspension Budget (Insert rows as needed)

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

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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

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<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>					

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u> <i>Enter numerical data for current level of parent involvement in this box.</i>	<u>2013 Expected Level of Parent Involvement:*</u> <i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Parent Involvement Professional Development

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

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Parent Involvement Budget

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

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

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

STEM Professional Development

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

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 <small>Please note that each Strategy does not require a</small>						
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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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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		
Priority	Focus	Prevent

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Monitoring and updating the school improvement plan.

Describe the projected use of SAC funds.	Amount

August 2012
Rule 6A-1.099811
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