

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Fort Braden School	District Name: Leon
Principal: Jimbo Jackson	Superintendent: Jackie Pons
SAC Chair: Christina Church-Hillman	Date of School Board Approval: September 30, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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	Jimbo Jackson	*MS Ed. Leadership *BS/MS Physical Ed	10	10	11/12 Grade C – Not AYP 10/11 Grade B – Not AYP 09/10 Grade C – Not AYP 08/09 Grade B – Not AYP 07/08 Grade B – Not AYP
Assistant Principal	Melissa Davis	*MS Ed. Leadership *MEd Secondary Social Studies Education *BA History	1	1	11/12 Grade C – Not AYP 10/11 Grade B – Not AYP 09/10 Grade C – Not AYP 08/09 Grade B – Not AYP

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					07/08 Grade B – Not AYP
Assistant Principal	Patricia Rouse	*MS Ed. Leadership *BS/MS English	2	2	11/12 Grade C – Not AYP 10/11 Grade B – Not AYP 09/10 Grade C – Not AYP 08/09 Grade B – Not AYP 07/08 Grade B – Not AYP

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	Bambi Jackson	*MS Ed. Leadership *BS Elementary Education	17	2	11/12 Grade C – Not AYP 10/11 Grade B – Not AYP 09/10 Grade C – Not AYP 08/09 Grade B – Not AYP 07/08 Grade B – Not AYP

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular faculty and team meetings. New teacher orientation.	Principal	On-going
2. New teacher meetings	Assistant Principal	On-going
3. Positive reinforcements	Administration	On-going
4. Involve current employees in the interview process for hiring new employees	Principal	On-going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1% - Frankie Brown – Physical Education	Ongoing professional development Teacher observation and feedback Collegial conversations

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
57	7% (4)	30% (17)	21% (12)	42% (24)	35% (20)	100.0% (57)	21% (12)	11% (6)	46% (26)

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
Cathy Williams	Frankie Brown	Cathy Williams is an effective teacher as documented by high student achievement. Mrs. Williams will be trained in the district’s Beginning Teacher Program Mentoring Process.	Alternative Certification and Professional Education Competence Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of the mentor and mentee. Release time is

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			provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Julie Baisden	Morgan Frick	Julie Baisden is an effective teacher as documented by high student achievement. Mrs. Baisden will be trained in the district's Beginning Teacher Program Mentoring Process.	Alternative Certification and Professional Education Competence Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Christy Fulater	Tiffany Komendat	Christy Fulater is an effective teacher as documented by high student achievement. Mrs. Fulater will be trained in the district's Beginning Teacher Program Mentoring Process.	Alternative Certification and Professional Education Competence Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Christy Fulater	Jennifer Cowan	Christy Fulater is an effective teacher as documented by high student achievement. Mrs. Fulater will be trained in the district's Beginning Teacher Program Mentoring Process.	Alternative Certification and Professional Education Competence Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

Additional Requirements

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Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I dollars will be used to supplement programs at Fort Braden. These will include parental involvement, professional development for all staff, and providing extra instruction to targeted students. School administrators will coordinate these efforts.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D The district receives funds to support Ghazvini Learning Center. Services are coordinated with district Drop-Out Prevention and Neglected and Delinquent programs.
Title II The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless District Homeless coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title I provides a resource teacher to support Title I students in non-Title I schools.
Supplemental Academic Instruction (SAI) ARRA funds will be used to provide an early intervention First Grade Summer Reading Academy school for readers working below grade level for 2012-2013. 21 st Century After School grant funds will be used to expand supplemental services after school and during the summer to support Level 1 and Level 2 students. SES (Supplemental Education Service) will provide free after school tutoring to those students who qualify.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start

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Adult Education
Career and Technical Education
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, select general education teachers (primary and intermediate), exceptional student education (ESE) teachers, reading coach, guidance counselor, social worker, school psychologist, & speech language pathologist
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The team meets weekly with a focus to assist teachers with interventions for student success. The team reviews screening data and links data to instructional decisions; reviews progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building collaboration, increasing infrastructure, and making decisions about implementation of effective interventions.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Members of the MTSS leadership team were involved with developing the School Improvement Plan by reviewing data, identifying areas that need to be addressed, helping set clear expectations for instruction, and identifying resources.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Common grade level assessment Progress Monitoring: PMRN, FCAT Simulation, FCAT Explorer, Pearson Successmaker Midyear: Florida Assessments for Instruction in Reading (FAIR), Pearson Successmaker, Common grade level assessment End of year: FAIR, FCAT, Pearson Successmaker, Promote with Interventions, Common grade level assessment Frequency of data days: quarterly
Describe the plan to train staff on MTSS. Professional Development will be provided during faculty and team meetings throughout the year.
Describe the plan to support MTSS. Regular weekly meetings that refine and adjust the MTSS process to fit the needs particular to Fort Braden School.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
The school-based Literacy Leadership Team is comprised of a representative from each grade level, the reading coach, and administration.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Monthly meetings are held to plan professional development opportunities focusing on literacy. The school-based Literacy Leadership Team discusses ways to improve parental involvement. The Literacy Leadership Team assesses the school's progress towards achieving our reading AYP goals.
What will be the major initiatives of the LLT this year?
The major initiatives of the Literacy Leadership Team this year will be differentiated instruction, common assessments, and progress monitoring.

Public School Choice

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

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

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

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

Throughout the year, Fort Braden communicates (flyers, curriculum information, and telephone conversations) with area day care providers. A pre-kindergarten program is on-site which serves 3 and 4 year olds. Our program includes VPK students, school readiness, and ESE students. During the spring following kindergarten registration, an orientation is held for incoming kindergarten students and their parents. Incoming kindergarten students visit kindergarten classes, tour the school, and are invited to eat lunch in the cafeteria. One evening parents of incoming kindergarten students are invited back to school to meet kindergarten teachers and hear about curriculum, schedule, procedures, expectations, etc. of kindergarten at Fort Braden. An informative handbook is provided to each family. Area daycare centers are invited to bring their upcoming kindergarten students to this event.

**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?

To ensure that teaching reading strategies is the responsibility of every teacher at Fort Braden, content area reading professional development is offered to 6-8th grade teachers. Five teachers are currently reading endorsed. 6-8th grade teachers use common graphic organizers. All social studies teachers use teen Biz software.

**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?

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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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.	1A.1.	1A.1.	1A.1.
Reading Goal #1A: <i>In grades 3-8, 40% of students will achieve Level 3 in reading on the 2013 FCAT.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Use of effective instructional strategies in reading and the content areas	Students in K-5 will receive instruction in reading for at least 90 minutes a day	Principal Assistant Principals	Student progress assessed using weekly/unit tests Classroom Walk-through	iObservation AIMSweb data
	29% (133) of students currently read (2012 FCAT) at Level 3.	40% (199) of students will achieve Level 3 in reading on the 2013 FCAT.	Consistently actively engaging students	Reading PLC group to support reading in the reading class as well as in the content areas	PLC Facilitators Reading Coach	Monthly Progress Monitoring Meetings	Data Director Classroom benchmark assessment tools
			Time spent on rigorous, complex texts	Lessons designed around the NGCAR-PD and NGCAR-PD Jr Close reading using more complex and rigorous texts.	Team Leaders Classroom Teachers	PLC group meetings	Imagine It! Assessments
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Consistent use of intervention materials/programs	Students not responding to the core curriculum will receive supplemental instruction focusing on area of difficulty	Principal Assistant Principals	Monthly Progress Monitoring Meetings	iObservations AIMSweb
			Materials for small group instruction	Submit plan to the district for additional intervention materials.	Reading Coach Team Leaders Classroom Teachers	Classroom Walk-through Weekly or unit assessments	Teacher data collection Weekly assessments/progress monitoring of skills
			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.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<i>The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA.</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 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.	
Reading Goal #2A: <i>In grades 3-8, 25% of students will achieve a level 4 or 5 in reading on the 2013 FCAT.</i>	2012 Current Level of Performance:* <i>20% (93) of students achieved a level 4 or 5 on the 2012 FCAT.</i>	2013 Expected Level of Performance:* <i>In grades 3-8, 25% (124) of students will achieve a level 4 or 5 in reading on the 2013 FCAT.</i>	Instructional rigor throughout grade levels is inconsistent Consistent strategies to support students' development of higher order thinking skills.	Teachers will scaffold instruction with rigorous, complex texts, using close reading strategies Elementary students will receive instruction in the core curriculum for at least 90 a day Middle school students will use Cornell Note taking to organize information in reading and the content area classes Differentiated instruction	Principal Assistant Principals Reading Coach Team Leaders Classroom Teachers	Student progress is assessed through regular classroom assessments/unit tests Classroom Walk-through Progress Monitoring Meetings	iObservations AIMSweb data Curriculum progress monitoring Classroom tools for assessment	
				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.	
Reading Goal #2B: <i>The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
				2B.2.	2B.2.	2B.2.	2B.2.	
				2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Reading Goal #3A: <i>68% of students will make learning gains as measured on the 2013 FCAT reading.</i>	2012 Current Level of Performance:* <i>66% (241) of students made learning gains as measured on the 2012 FCAT reading.</i>	2013 Expected Level of Performance:* <i>68% (249) of students will make learning gains as measured on the 2013 FCAT reading.</i>	Differentiated instruction at all levels Teacher training to scaffold instruction to meet varying needs within the classroom	Use of Great Books PLC discussion of and support using research-based instructional strategies Cornell note-taking strategies in Grades 5-8 Intentional grouping of students in K-5 to differentiate reading for all students Students K-5 will receive instruction in the core curriculum for at least 90 minutes a day Teachers will provide clear learning goals and rubrics, track student progress, and celebrate success	Principal Assistant Principals PLC Facilitators Reading Coach Team Leaders Classroom Teachers	Student progress assessed using weekly/unit tests Classroom Walk-through Monthly Progress Monitoring Meetings PLC group meetings	iObservations AIMSweb data Curriculum progress monitoring Classroom tools for assessment
				3A.2.	3A.2.	3A.2.	3A.2.
			Consistent monitoring and use of available programs and technology	Students not responding to the core curriculum will receive supplemental instruction in small groups focusing on area of difficulty Progress Monitoring Meetings to focus on student data: Success Maker, A.R., Unit Assessments, Teen/Kid Biz, and Data Director. Teacher training on implementation and use of available technology	Principal Assistant Principals Technology Coordinator Reading Coach Team Leaders Classroom Teachers	Review of data from: A.R., Success Maker, AIMSweb, Data Director, Teen/Kid Biz, Unit Assessments and classroom monitoring tools Classroom Walk-through	iObservations AIMSweb data Curriculum progress monitoring Classroom tools for assessment
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA.						
			3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Use of common intervention strategies across grade levels	Use of SRA materials for common intervention programs across grade levels	Principal	Monthly Progress Monitoring Meetings	iObservations
72% of students in lowest 25% will make learning gains on the 2013 FCAT	69% (67) of students in lowest 25% made learning gains on the 2012 FCAT.	72% (70) of students in lowest 25% will make learning gains on the 2013 FCAT	Time for additional differentiated instruction	Walk-and-read model for instruction to meet student needs. Intentional grouping of students to provide specific instruction and remediation	Assistant Principals	Classroom Walk-through	AIMSweb data
			Personnel needed to provide interventions	Use of Cornell Note-taking in grades 5-8	Reading Coach	Weekly or unit assessments	Curriculum progress monitoring
				Teachers will provide clear learning goals and rubrics track student progress, and celebrate success	Team Leaders		Classroom tools for assessment
					Classroom Teachers		
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			Student Attendance and Parental support.	Parental Involvement PLC: planned activities to focus on reading in the home	Principal	Attendance at functions for parents and PTO.	Data director
				Attendance celebrations each nine weeks	Assistant Principals	Number of students improving in daily attendance	Survey
				Monthly parent newsletters from the school	PLC Facilitators	Parent survey	Attendance rosters
				Listserv to inform parents of upcoming activities and events. Support of the school PTO by teachers	Reading Coach		
					Team Leaders		
					Classroom Teachers		
					21 st Century Program Director		

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

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			Provide free babysitting services for PTO meetings and Parent Activity Nights	PTO officers Technology Coordinator		
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
			4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.

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. Aligned instruction and curriculum resources. Scheduling issues.	5B.1. All students will be taught using state adopted curriculum and highly qualified teachers in the reading classrooms	5B.1. Principal Assistant Principals	5B.1. Regular Progress Monitoring meetings Review of student data.	5B.1. iObservation Data Director	
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<p>60% White students will be proficient in reading as measured by 2013 FCAT.</p> <p>38% Black students will be proficient in reading as measured by 2013 FCAT.</p> <p>44% Hispanic students will be proficient in reading as measured by 2013 FCAT.</p>	<p>White: 54% (187) White students were proficient in reading as measured by 2012 FCAT.</p> <p>Black: 34% (19) Black students were proficient in reading as measured by 2012 FCAT.</p> <p>Hispanic: 40% (17) Hispanic students were proficient in reading as measured by 2012 FCAT.</p> <p>Asian: N/A</p>	<p>White: 60% (222) White students will be proficient in reading as measured by 2013 FCAT.</p> <p>Black: 38% (26) Black students will be proficient in reading as measured by 2013 FCAT.</p> <p>Hispanic: 44% (23) Hispanic students will be proficient in reading as measured by 2013 FCAT.</p> <p>Asian: N/A</p>	<p>Personnel resources.</p>	<p>Interventions will be monitored while using specific adopted materials for instruction</p> <p>All Level 1 Reading FCAT students will be scheduled for additional reading instruction</p> <p>Implementation of Pearson Successmaker 2 times a week</p> <p>Great Books will be utilized for instruction</p> <p>FAIR and AIMSweb will monitor progress of students</p> <p>Use of Teen/Kid Biz to integrate reading into the content areas.</p> <p>Personnel resources will be allocated to maximize the positive benefits as measured by student achievement</p>	<p>Reading Coach</p> <p>Team Leaders</p> <p>Classroom Teachers</p>	<p>Successmaker last session and cumulative score reports.</p> <p>Lesson plans.</p> <p>Walk-through observations.</p>	<p>AIMSweb</p> <p>FAIR</p> <p>Teen/Kid Biz</p> <p>Classroom assessments.</p>	
				5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
				5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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	<i>this box.</i>	<i>this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: 35% of SWD will make AYP in reading on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Implementation of differentiated instruction at all grade levels	Instruction will be scaffolded to meet individual needs while using rigorous, complex texts	Principal Assistant Principals	Lesson Plans Progress Monitoring Meetings	iObservation Data Director
	24% (18) SWD made AYP in reading in 2012.	35% (26) of SWD will make AYP in reading on the 2013 FCAT.		Teachers will also provide opportunities for students to practice skills, strategies, and process that develop higher order thinking skills	Reading Coach Team Leaders Classroom Teachers	Unit tests and assessments	AIMSweb Classroom assessments
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: 50% of ED students will make AYP in reading in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Aligned instruction and curriculum resources.	All students will be taught using state adopted curriculum and highly qualified teachers in the reading classrooms	Principal Assistant Principals	Regular Progress Monitoring meetings	iObservation Data Director
	46% (154) ED made AYP in reading in 2012.	50% (168) of ED students will make AYP in reading in 2013.	Scheduling issues.		Reading Coach	Review of student data.	AIMSweb
			Personnel resources.	Interventions will be monitored while using specific adopted materials for instruction	Team Leaders	Successmaker last session and cumulative score reports.	FAIR

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				<p>All Level 1 Reading FCAT students will be scheduled for additional reading instruction</p> <p>Implementation of Pearson Successmaker 2 times a week.</p> <p>Great Books will be utilized for instruction</p> <p>FAIR and AIMSweb will monitor progress of students</p> <p>Use of Teen/Kid Biz to integrate reading into the content areas</p> <p>Personnel resources will be allocated to maximize the positive benefits as measured by student achievement</p>	Classroom Teachers	Lesson plans. Walk-through observations.	Teen/Kid Biz Classroom assessments.
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities	All	Bambi Jackson and Tracy Cummings - Intermediate Chairs Dawn James and Jennifer Metcalf - Primary Chairs	Representatives Pre-K-8 th Grade	Monthly Meetings	Sign-in Sheets Agendas for Meeting	Assistant Principal PLC Chairs
DATA Progress Monitoring Meetings	All	Principal Jimbo Jackson	All teachers	Monthly Meetings	Meeting attendance	Administration

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		Assistant Principal Melissa Davis				
		Reading Coach Bambi Jackson				

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
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Imagine It; SRA leveled readers; Great Books, Pearson, Achieve 3000, Award Reading	District instructional Materials	\$21,700.00
			Subtotal: \$21,700.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Pearson Successmaker, Imagine It E-suite, FCAT Explorer, Riverside software, Discovery Streaming, Promethean Boards	District, school-based dollars	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	SRA Imagine It training, SRA Reading Mastery; Holt Reinhart Literature Great Books	SRA	\$2,811.00
			Subtotal: \$2,811.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$24,511

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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: <i>The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance on the CELLA.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 39% (7) of ELL students were proficient in listening & speaking in 2012.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>The percentage of ELL students proficient in reading English will increase by at least 1% as evidenced by performance on the CELLA.</i>	2012 Current Percent of Students Proficient in Reading: 24% (4) of ELL students were proficient in reading in 2012.					
		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.
CELLA Goal #3: <i>The percentage of ELL students proficient in writing English will increase by at least 1% as evidenced by performance on the CELLA.</i>	2012 Current Percent of Students Proficient in Writing :					
	21% (4) of ELL students were proficient in writing in 2012.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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:

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>In grades 3-8, 40% of students will achieve Level 3 in reading on the 2013 FCAT.</i>	2012 Current Level of Performance:* <i>29% (132) of all students achieved a Level 3 on the 2012 FCAT Math.</i>	2013 Expected Level of Performance:* <i>In grades 3-8, 40% (199) of students will achieve Level 3 in reading on the 2013 FCAT.</i>	All teachers should have knowledge of effective strategies as it relates to student achievement.	Teachers will instruct and model strategies for students to process new information by implementing a school wide method for dissecting and solving word problems. Teachers will also help students demonstrate mastery by examining errors by practicing skills, strategies, and processes. Teachers will engage students through differentiated instruction using academic games friendly controversy.	Principal Assistant Principals	Lesson Plans, classroom walkthroughs, and progress monitoring.	Observation
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: <i>The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</u> <i>In grades 3-8, 25% of students will achieve a level 4 or 5 in math on the 2013 FCAT.</i>	<u>2012 Current Level of Performance:*</u> <i>14% (66) of all students achieved a Level 4 or 5 on the 2012 FCAT Math.</i>	<u>2013 Expected Level of Performance:*</u> <i>In grades 3-8, 25% (124) of students will achieve a level 4 or 5 in math on the 2013 FCAT.</i>	All teachers need thorough understanding of cognitive complexity and effective strategies to support their students' development of higher order thinking.	Teachers will engage and organize students in deepening knowledge through cognitively complex tasks involving the generation of hypothesis and testing. Teachers will engage students through academic instruction using academic games and friendly controversy.	Principal Assistant Principals	Lesson Plans Classroom walkthroughs Progress monitoring.	iObservation
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u> <i>The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on the FAA.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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>58% of students will make learning gains as measured on the 2013 FCAT math.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	All teachers need an understanding of effective math strategies and a variety of instructional techniques to support reflective learners through math curriculum.	Teachers will instruct, model, and provide opportunities for students to practice skills, strategies, and processes to promote reflecting on learning and revising knowledge.	Principal Assistant Principals	Lesson Plans Progress monitoring.	iObservation
	<i>53% (193) of all students made learning gains in mathematics.</i>	<i>58% (211) of students will make learning gains as measured on the 2013 FCAT math.</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.
Mathematics Goal #3B: <i>The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4A: <i>53% of students in lowest 25% will make learning gains on the 2013 FCAT.</i>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
			Implementation of differentiated instructions at all grade levels/ability levels.	Through the use of differentiated instruction, teachers will effectively scaffold new information and instruct students how to identify and apply critical information.	Principal Assistant Principals	Lesson Plans Progress monitoring	iObservation		
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			48% (47) of the students in the lowest 25% made learning gains on the FCAT 2012.	53% (52) of students in lowest 25% will make learning gains on the 2013 FCAT.					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.		
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.		
			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4B: <i>The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on the FAA.</i>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.		
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.		
			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011								

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Mathematics Goal #5A: <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.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Aligned instruction and curriculum resources. Curriculum resources Personnel resources Alignment of instruction to benchmark and instructional validity	Research based and state adopted curriculum, focused instruction, and assessment, technology, and intervention that is immediate, intensive, and measureable. All Level 1 Math FCAT students will be scheduled for additional math intervention and instruction Personnel resources will be allocated to maximize the positive benefits as measured by student achievement	Administration Grade level teams Classroom teachers.	Ongoing progress monitoring	District baseline assessments at beginning, middle, and end Using Data Director to track student progress. 2013 FCAT and EOC
50% White students will be proficient in math as measured by 2013 FCAT.	White: 46% (154) White students were proficient in math as measured by 2012 FCAT.	White: 50% (185) White students will be proficient in math as measured by 2013 FCAT.					
27% Black students will be proficient in math as measured by 2013 FCAT.	Black: 24% (14) Black students were proficient in math as measured by 2012 FCAT.	Black: 27% (19) Black students will be proficient in math as measured by 2013 FCAT.					
53% Hispanic students will be proficient in math as measured by 2013 FCAT.	Hispanic: 48% (20) Hispanic students were proficient in math as measured by 2012 FCAT.	Hispanic: 53% (28) Hispanic students will be proficient in math as measured by 2013 FCAT.					
Asian: N/A	Asian: N/A	Asian: N/A					
			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>50% ELL will make AYP in math on the 2013 FCAT.</i>	2012 Current Level of Performance:* <i>42% (5) ELL made AYP in math in 2012</i>	2013 Expected Level of Performance:* <i>50% (6) ELL will make AYP in math on the 2013 FCAT.</i>	Language barriers and cultural understanding Aligned instruction and curriculum resources Scheduling	All teachers will be ESOL certified by 2013 Personnel resources will be allocated to maximize the positive benefits as measured by student achievement All ELL Level 1 Reading FCAT students will be scheduled for additional reading intervention and instruction	Principal Assistant Principals	Lesson Plans Progress monitoring	iObservation Data Director	
				5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
				5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Mathematics Goal #5D: <i>20% of SWD will make AYP in math on the 2013 FCAT.</i>	2012 Current Level of Performance:* <i>14% (11) SWD made AYP in reading in 2012</i>	2013 Expected Level of Performance:* <i>20% (16) of SWD will make AYP in math on the 2013 FCAT.</i>	Implementation of differentiated instructions at all grade levels/ability levels	Through the use of differentiated instruction, teachers will effectively scaffold new information and instruct students how to identify and apply critical information Teachers will also provide opportunities to practice skills, strategies, and processes that include the examination of errors in reasoning	Principal Assistant Principals	Lesson Plans Progress monitoring	iObservation Data Director	
				5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
				5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E: <i>45% of ED students will make AYP in math in 2013.</i>	<u>2012 Current Level of Performance:*</u> <i>40% (135) ED made AYP in math in 2012</i>	<u>2013 Expected Level of Performance:*</u> <i>45% (152) of ED students will make AYP in math in 2013.</i>	Implementation of differentiated instructions at all grade levels/ability levels	Through the use of differentiated instruction, teachers will effectively scaffold new information and instruct students how to identify and apply critical information. Teachers will also provide opportunities to practice skills, strategies, and processes that include the examination of errors in reasoning	Principal Assistant Principals	Lesson Plans Progress monitoring	iObservation Data Director
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>In grades 3-8, 40% of students will achieve Level 3 in reading on the 2013 FCAT.</i>	2012 Current Level of Performance:* <i>29% (132) of all students achieved a Level 3 on the 2012 FCAT Math.</i>	2013 Expected Level of Performance:* <i>In grades 3-8, 40% (199) of students will achieve Level 3 in reading on the 2013 FCAT.</i>	All teachers should have knowledge of effective strategies as it relates to student achievement.	Teachers will instruct and model strategies for students to process new information by implementing a school wide method for dissecting and solving word problems. Teachers will also help students demonstrate mastery by examining errors by practicing skills, strategies, and processes. Teachers will engage students through differentiated instruction using academic games friendly controversy.	Principal Assistant Principals	Lesson Plans, classroom walkthroughs, and progress monitoring.	Observation
				1A.2.	1A.2.	1A.2.	1A.2.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.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>In grades 3-8, 25% of students will achieve a level 4 or 5 in math on the 2013 FCAT.</i>	2012 Current Level of Performance:* <i>14% (66) of all students achieved a Level 4 or 5 on the 2012 FCAT Math.</i>	2013 Expected Level of Performance:* <i>In grades 3-8, 25% (124) of students will achieve a level 4 or 5 in math on the 2013 FCAT.</i>	All teachers need thorough understanding of cognitive complexity and effective strategies to support their students' development of higher order thinking.	Teachers will engage and organize students in deepening knowledge through cognitively complex tasks involving the generation of hypothesis and testing. Teachers will engage students through academic instruction using academic games and friendly controversy.	Principal Assistant Principals	Lesson Plans Classroom walkthroughs Progress monitoring.	iObservation
				2A.2.	2A.2.	2A.2.	2A.2.
			All teachers need thorough understanding of cognitive complexity and effective strategies to support their students' development of higher order thinking.	Through the STEM Professional Learning Community teachers will implement and share cross grade level ideas that promote STEM in the classroom.	Principal Assistant Principals	Professional Development, Lesson plans Progress monitoring	iObservation
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
				2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
			All teachers need an understanding	Teachers will instruct, model, and	Principal	Lesson Plans	iObservation

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<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
58% of students will make learning gains as measured on the 2013 FCAT math.	53% (193) of all students made learning gains in mathematics.	58% (211) of students will make learning gains as measured on the 2013 FCAT math.	of effective math strategies and a variety of instructional techniques to support reflective learners through math curriculum.	provide opportunities for students to practice skills, strategies, and processes to promote reflecting on learning and revising knowledge.	Assistant Principals	Progress monitoring.		
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.	
Mathematics Goal #4A: <i>53% of students in lowest 25% will make learning gains on the 2013 FCAT.</i>	2012 Current Level of Performance:* <i>48% (47) of the students in the lowest 25% made learning gains on the FCAT 2012.</i>	2013 Expected Level of Performance:* <i>53% (52) of students in lowest 25% will make learning gains on the 2013 FCAT.</i>	Implementation of differentiated instructions at all grade levels/ability levels.	Through the use of differentiated instruction, teachers will effectively scaffold new information and instruct students how to identify and apply critical information. Teachers will also provide opportunities to practice skills, strategies, and processes that include the examination of errors in reasoning.	Principal Assistant Principals	Lesson Plans Progress monitoring	iObservation	
				4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
				4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	
Mathematics Goal #4B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>						
				4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
				4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	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. Aligned instruction and curriculum resources.	5B.1. Research based and state adopted curriculum, focused instruction, and assessment, technology, and intervention that is immediate, intensive, and measurable.	5B.1. Administration Grade level teams Classroom teachers.	5B.1. Ongoing progress monitoring	5B.1. District baseline assessments at beginning, middle, and end Using Data Director to track student progress. 2013 FCAT and EOC	
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Curriculum resources Personnel resources Alignment of instruction to benchmark and instructional validity	All Level 1 Math FCAT students will be scheduled for additional math intervention and instruction Personnel resources will be allocated to maximize the positive benefits as measured by student achievement				
50% White students will be proficient in math as measured by 2013 FCAT.	White: 46% (154) White students were proficient in math as measured by 2012 FCAT.	White: 50% (185) White students will be proficient in math as measured by 2013 FCAT.						
27% Black students will be proficient in math as measured by 2013 FCAT.	Black: 24% (14) Black students were proficient in math as measured by 2012 FCAT.	Black: 27% (19) Black students will be proficient in math as measured by 2013 FCAT.						
53% Hispanic students will be proficient in math as measured by 2013 FCAT.	Hispanic: 48% (20) Hispanic students were proficient in math as measured by 2012 FCAT.	Hispanic: 53% (28) Hispanic students will be proficient in math as measured by 2013 FCAT.						
	Asian: N/A							

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		Asian: N/A					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: <i>50% ELL will make AYP in math on the 2013 FCAT.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Language barriers and cultural understanding	All teachers will be ESOL certified by 2013	Principal	Lesson Plans	iObservation
	<i>42% (5) ELL made AYP in math in 2012</i>	<i>50% (6) ELL will make AYP in math on the 2013 FCAT.</i>	Aligned instruction and curriculum resources	Personnel resources will be allocated to maximize the positive benefits as measured by student achievement	Assistant Principals	Progress monitoring	Data Director
			Scheduling	All ELL Level 1 Reading FCAT students will be scheduled for additional reading intervention and instruction			
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: <i>20% of SWD will make AYP in math on the 2013 FCAT.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Implementation of differentiated instructions at all grade levels/ability levels	Through the use of differentiated instruction, teachers will effectively scaffold new information and instruct students how to identify and apply critical information	Principal	Lesson Plans	iObservation
	<i>14% (11) SWD made AYP in reading in 2012</i>	<i>20% (16) of SWD will make AYP in math on the 2013 FCAT.</i>		Teachers will also provide opportunities to practice skills, strategies, and processes that include the examination of errors in reasoning	Assistant Principals	Progress monitoring	Data Director

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>40% of all students will achieve a Level 3 on the 2013 Algebra I EOC.</i>	2012 Current Level of Performance:* <i>32% (6) of all students achieved a Level 3 on the 2012 Algebra I EOC.</i>	2013 Expected Level of Performance:* <i>40% (18) of all students will achieve a Level 3 on the 2013 Algebra I EOC.</i>	Full scale implementation of Algebra I for 7 th as well as 8 th grade Scheduling Research-based assessment instruments	Teachers will instruct and model strategies for students to process new information by implementing a school wide method for dissecting and solving word problems. Teachers will also help students demonstrate mastery by examining errors by practicing skills, strategies, and processes. Teachers will engage students through differentiated instruction using academic games friendly controversy.	Assistant Principal Principal Classroom Teacher	Periodic and on-going progress monitoring Report card grades Progress reports Mid-year assessments	Observation
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>20% of all students will achieve a Level 4 or 5 on the 2013 Algebra I EOC.</i>	2012 Current Level of Performance:* <i>11% (2) of all students achieved a Level 4 or 5 on the 2012 Algebra I EOC.</i>	2013 Expected Level of Performance:* <i>20% (9) of all students will achieve a Level 4 or 5 on the 2013 Algebra I EOC.</i>	Full scale implementation of Algebra I for 7 th as well as 8 th grade Scheduling Research-based assessment instruments	Teachers will engage and organize students in deepening knowledge through cognitively complex tasks involving the generation of hypothesis and testing. Teachers will engage students through academic instruction using academic games and friendly controversy.	Assistant Principal Principal Classroom Teacher	Periodic and on-going progress monitoring Report card grades Progress reports Mid-year assessments	Observation

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), 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 I 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.	Algebra I Goal #3B:	3B.1. Scheduling issues	3B.1. Research based and state adopted curriculum, focused instruction, and assessment, technology, and intervention that is immediate, intensive, and measurable.	3B.1. Administration Classroom teacher	3B.1. Ongoing progress monitoring	3B.1. District baseline assessments at the beginning, middle, and end Using Data Director to track student progress 2013 Algebra I EOC											
55% White students will be proficient in Algebra I as measured by 2013 EOC.	<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>White: 41% (7) White students were proficient in Algebra I as measured by 2012 EOC.</td> <td>White: 55% (21) White students will be proficient in Algebra I as measured by 2013 EOC.</td> </tr> <tr> <td>Black: N/A</td> <td>Black: N/A</td> </tr> <tr> <td>Hispanic: N/A</td> <td>Hispanic: N/A</td> </tr> <tr> <td>Asian: N/A</td> <td></td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	White: 41% (7) White students were proficient in Algebra I as measured by 2012 EOC.	White: 55% (21) White students will be proficient in Algebra I as measured by 2013 EOC.	Black: N/A	Black: N/A	Hispanic: N/A	Hispanic: N/A	Asian: N/A		Curriculum resources Personnel resources Alignment of instruction to benchmark and instructional validity					
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>																
White: 41% (7) White students were proficient in Algebra I as measured by 2012 EOC.	White: 55% (21) White students will be proficient in Algebra I as measured by 2013 EOC.																
Black: N/A	Black: N/A																
Hispanic: N/A	Hispanic: N/A																
Asian: N/A																	

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

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			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: 55% of ED students will be proficient in Algebra I as measured by 2013 EOC.	2012 Current Level of Performance:* 40% (4) ED students were proficient in Algebra I as measured by 2012 EOC.	2013 Expected Level of Performance:* 55% (18) of ED students will be proficient in Algebra I as measured by 2013 EOC.	Scheduling issues Curriculum resources Personnel resources Alignment of instruction to benchmark and instructional validity	Research based and state adopted curriculum, focused instruction, and assessment, technology, and intervention that is immediate, intensive, and measurable.	Administration Classroom teacher	Ongoing progress monitoring	District baseline assessments at the beginning, middle, and end Using Data Director to track student progress 2013 Algebra I EOC
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra I EOC Goals

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cubes for word problems	PreK – 8	Kim Sims & Renee Martinello	PLC	Ongoing August-May Once monthly	Classroom walkthroughs, student achievement, on-going progress monitoring per Data Director, SM5	Administration Classroom teacher
Vertical teaming to ensure common vocabulary is used school wide.	PreK – 8	Kim Sims & Renee Martinello	PLC	Ongoing August-May Once monthly	Classroom walkthroughs, student achievement, on-going progress monitoring per Data Director, SM5	Administration Classroom teacher
Monthly Math/Science Lessons on Morning News	PreK – 8	Kim Sims & Renee Martinello	PLC	Ongoing August-May Once monthly	Classroom walkthroughs, student achievement, on-going progress monitoring per Data Director, SM5	Administration Classroom teacher

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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
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Go Math, Glencoe and supplementary i.e. re-teach and enrichment, homework workbook consumables	District instructional materials	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Pearson Successmaker, SRA Number Worlds, FCAT Explorer, Go Math Think Central, Promethean Boards, online websites	District, school-based and free	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	GoMath Math training, Thinking Math, Number Worlds training, GEMS	TEC, Title II, school-based, and publisher	\$2,811.00
			Subtotal: \$2,811.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$2,811.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: <i>48% of all students will achieve a Level 3 on the 2013 FCAT Science.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	All teachers should have knowledge of effective learning strategies and differentiated instruction at all levels	Teachers will instruct and model strategies for students to interact with real world science experiences which include engaging activities, mini science labs for grades 3-8 and the implementation of science resource kits K-2 Teachers will also supplement and enrich with SRA snapshots and guest speakers	Principal Assistant Principals	Lesson Plans Progress Monitoring	Benchmark assessment iObservation
	<i>41% (60) of all students achieved a Level 3 on the 2012 FCAT Science.</i>	<i>48% (73) of all students will achieve a Level 3 on the 2013 FCAT Science.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: <i>The percentage of identified students proficient in science will increase by at least 1% as evidenced by performance in the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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: <i>12% of students will achieve a Level 4 or 5 on the 2013 FCAT Science.</i>	2012 Current Level of Performance:* <i>8% (11) of students achieved a Level 4 or 5 on the 2012 FCAT Science.</i>	2013 Expected Level of Performance:* <i>12% (18) of students will achieve a Level 4 or 5 on the 2013 FCAT Science.</i>	All teachers need a thorough understanding of cognitive complexity and effective strategies to support their students' development of higher order thinking skills	Through the use of differentiated instruction, teachers will effectively expose students to higher order concepts and thinking by helping students identify critical information and generate and test hypothesis Teachers will also provide scaffolding and multiple opportunities to practice to promote reflective and visual learning	Principal Assistant Principals	Classroom walkthroughs Benchmark assessments	iObservation Benchmark assessment through Data Director	
				2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
				2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Science Goal #2B: <i>The percentage of identified students proficient in science will increase by at least 1% as evidenced by performance in the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
				2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
				2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

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
Vertical teaming to ensure full implementation of science curriculum	Prek - 8	Kim Sims & Renee Martinello	PLC	Ongoing August-May Once monthly	Classroom walkthroughs, student achievement, on-going progress monitoring per Data Director	
Vertical teaming to focus on data analysis and measurement as it relates to the integration of science and math (STEM)	Prek - 8	Kim Sims & Renee Martinello	PLC	Ongoing August-May Once monthly	Classroom walkthroughs, student achievement, on-going progress monitoring per Data Director	

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
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Glencoe, Riverside software, Teacher-made lab kits Community partnerships (Mag Lab, Sea-to-Sea, Science on the move, Office of Science Education, Challenger Learning Center, Tallahassee Museum, Mad Science, American Lung Association, Red Cross)	District instructional materials (textbooks), school-based, Title II grant Free	\$16,480.00
			Subtotal: \$16,480.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Data Director, Discovery Streaming, Pearson Successmaker, FCAT Explorer, online websites, Promethean boards, Gizmo virtual labs	District, school-based, and Title II grant	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student	GEMS, Data Director, Gizmo training	FSU partnership, District, school-based, and Title II grant	\$2,811.00

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achievement			
			Subtotal: \$2,811.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$19,291

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.
Writing Goal #1A: <i>75% of all 4th & 8th grade students will achieve AYP (FCAT Level 3.0 and higher) in writing.</i>	2012 Current Level of Performance:* <i>67% (99) of all 4th and 8th grade students achieved AYP (FCAT Level 3.0 and higher) in writing.</i>	2013 Expected Level of Performance:* <i>75% (111) of all 4th & 8th grade students will achieve AYP (FCAT Level 3.0 and higher) in writing.</i>	Full implementation of writing conventions Professional development in writing	Implementation of Just Write curriculum Training in writing strategies on research based programs On-going professional development at the district and school level related to proficiency in writing and best instructional practices	Administration Classroom teachers	Writes Upon Request and benchmark assessments in writing	iObservation Writes Upon Request data Report card grades On-going progress monitoring in writing
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: <i>The percentage of identified students proficient in writing will increase by at least 1% as evidenced by performance in the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Just Write curriculum, Ace Your State Writing Exam (Rob Russo), District Instructional Focus Guide	Title I, Title II grant, TEC, school-based, and district instructional materials	\$240.00
			Subtotal: \$240.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Promethean Board, Document Camera	Title I, Title II, district instructional materials	\$14,000.00
			Subtotal: \$14,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	Rob Russo Writing Strategies, Rick Shelton Writing Strategies, District WUR training District Instructional Focus Guide	Title I, Title II grant, TEC, district funds	\$1,900.00
			Subtotal: \$1,900.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:
	Total: \$16,140.00

End of Writing Goals

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Professional development focused on NGSSS and curriculum delivery, teaching and learning, and student achievement	District and state adopted textbooks and materials	District instructional materials (textbooks), school-based, Title II grant Free	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Total: \$10,000.00

End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
			Parental involvement	Attendance tracking forms	Administration	Nine weeks review of attendance data	Year end attendance reports
Attendance Goal #1: <i>The 2013 expected attendance rate is 95%.</i>	<u>2012 Current Attendance Rate:*</u> <i>The 2012 Current Attendance Rate is 93.57% (785).</i>	<u>2013 Expected Attendance Rate:*</u> <i>The 2013 expected attendance rate is 95%.</i>	Professional development.	Parent conferences	Attendance manager	Improvement & decline trends at grade levels	Genesis red school house
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> <i>The 2012 current number of students with excessive absences (10 or more) is 352.</i>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <i>The 2013 expected students with excessive absences (10 or more) is 340.</i>		Intervention team meetings			Teacher attendance tracking forms
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> <i>The 2012 current number of students with excessive tardies (10 or more) is 68.</i>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <i>The 2013 expected students with excessive tardies (10 or more) is 58.</i>		District wide professional development on best practices related to attendance			
			1.2.	1.2.	1.2.	1.2.	1.2.

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		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

Attendance Budget (Insert rows as needed)

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

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	Subtotal:
	Total:

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
			Parental involvement	Parent conferences Guidance Positive behavior support Intervention team meetings	Administration Guidance	Educator’s Handbook	Genesis red school house Educator’s Handbook
Suspension Goal #1: <i>A decrease of total number of in-school and out-of-school suspensions of 10% in 2013.</i>	2012 Total Number of In-School Suspensions <i>The 2012 total number of in-school suspensions is: 327</i>	2013 Expected Number of In-School Suspensions <i>The 2013 expected number of in-school suspensions is: 300</i>					
	2012 Total Number of Students Suspended In-School <i>The 2012 total number of students suspended in school is: 193</i>	2013 Expected Number of Students Suspended In-School <i>The 2013 expected number of students suspended in-school is: 180</i>					
	2012 Total Number of Out-of-School Suspensions <i>The 2012 number of out-of-school suspensions is 138.</i>	2013 Expected Number of Out-of-School Suspensions <i>The 2013 expected number of out-of-school suspensions is 128.</i>					
	2012 Total Number of Students Suspended Out- of- School <i>The 2012 total number of students suspended out of school is 113.</i>	2013 Expected Number of Students Suspended Out- of-School <i>The 2013 expected number of students suspended out of school is 103.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>				
			1.2.	1.2.	1.2.	1.2.
		1.3.	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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Parental involvement / obligation (e.g. work)	Parent contact (e.g. parent letters and phone calls)	Administration	Attendance	Follow-up surveys
<i>The 2013 expected parental involvement rate is 75%.</i>	<i>70% of parents participated in parent involvement activities for 2011-2012.</i>	<i>The 2013 expected parental involvement rate is 75%.</i>	Location of the school	Professional development workshops	Jessica Andrews	Participation & sign-in	Feedback
			Transportation	Increase parental motivation involving incentive programs, flexible meeting times, offering multiple opportunities to contribute, combining workshops with other school programs (e.g. musicals)	Parent Involvement Committee	Volunteer forms	School climate surveys from staff, students, and parents
			Advertisement of upcoming events	Advertise programs in various places that parents frequently visit throughout community			
			Level of interest in workshop topics	Incentives for teachers who motivate large numbers of parents to attend programs.			
			Family Obligations (e.g. homework and childcare)	Parent and teacher surveys to identify topics			
			1.2	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase knowledge of successful parent involvement strategies and activities through communication with other professionals in our community and throughout our profession. Committee members will be gathering information from colleagues through other professional development as well as monthly district math, science, and language arts advocate meetings.	K-8	Jessica Andrews	Parent Involvement Committee (PLC)	Monthly	Feedback	Administration Parent Involvement Committee (PLC) Chair

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

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>48% (73) of all students will achieve a Level 3 on the 2013 FCAT Science.</i></p>	<p>1.1.</p> <p>All teachers should have knowledge of effective learning strategies and differentiated instruction at all levels</p>	<p>1.1.</p> <p>Teachers will instruct and model strategies for students to interact with real world science experiences which include engaging activities, mini science labs for grades 3-8 and the implementation of science resource kits K-2</p> <p>Teachers will also supplement and enrich with SRA snapshots and guest speakers</p>	<p>1.1.</p> <p>Principal</p> <p>Assistant Principals</p>	<p>1.1.</p> <p>Lesson Plans</p> <p>Progress Monitoring</p>	<p>1.1.</p> <p>Benchmark assessment</p> <p>Observation</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: <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 professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$24,511.00
CELLA Budget	Total:
Mathematics Budget	Total: \$2,811.00
Science Budget	Total: \$19,291.00
Writing Budget	Total: \$16,140.00
Civics Budget	Total: \$10,000.00
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$72,753.00

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
The SAC will meet and review input from the public hearing, tweak our plan, and then approve. Throughout the year, the council will meet to review the school’s accomplishments towards achieving our goals and monitor how well we are implementing our plan. The council will review end of the year data to assess how well we have done towards meeting our objectives set in our plan. At that point, we will review data and begin the process for writing the next year’s school improvement plan.

Describe the projected use of SAC funds.	Amount
SAC funds will be used to recognize student achievement.	\$4,000.00