

# Florida Department of Education

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

**Proposed for 2012-2013**

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

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: James A. Long Elementary School	District Name: Putnam
Principal: Sarajeon McDaniel	Superintendent: Tom Townsend
SAC Chair: Brittany Marshall	Date of School Board Approval: December

**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	Sarajeon McDaniel	Bachelor’s Degree in Elementary Education, Master’s Degree in Educational Leadership, Elementary Education Certification 1-6, Primary Certification K-3	4	4	James A. Long Elementary 2008-09: A 2009-10: C 2010-11: C 2011-12: C No AYP

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Assistant Principal	Diana Drew	Bachelor's Degree in Communication, Master's Degree in Educational Leadership, Middle Grades English Certified (6-9), Reading Endorsed	3	3	James A. Long Elementary 2010-11: C 2011-12: C No AYP
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Curr. Resource Teacher	Mary McNeely	Bachelor's Degree in Elementary Education, Elementary Education Certification 1-6, Reading Endorsed	4	9	Mosely Elementary School C No AYP F No AYP A AYP C AYP F No AYP A AYP James A. Long Elementary 2009-10: C No AYP 2010-11: C No AYP 2011-12: C No AYP

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Recruitment/Retention	Administrators	Ongoing
2. Beginning Teacher Mentor Program	Sarajeon McDaniel	Ongoing
3. Accept Interns From Local Colleges	Sarajeon McDaniel	Ongoing
4. Professional Development	District/School Administration	Ongoing

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***Non-Highly Effective Instructors***

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
James A. Long employs a total of three instructional staff teaching out of field. Of those, one received a rating of less than effective.	Some of the strategies we are implementing at James A. Long to support our staff in becoming highly effective are: <ul style="list-style-type: none"> <li>• Completing and implementing Growth Plans in iObservation</li> <li>• Holding weekly CIM meetings with grade levels to discuss data, best practices, and benchmarks</li> <li>• Encouraging our teachers to fully participate in TIF training/planning sessions provided by the district</li> </ul>

***Staff Demographics***

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
37	10% (4)	14% (5)	38% (14)	38% (14)	16% (6)	97% (36)	16% (6)	0% (0)	195 (7)

***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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kristi Cornwell	Brittany Marshall	Teacher Strengths	District Packet, Peer Observations, Team PLC's
Lynn Hubbell	Anthony Asay	Teacher Strengths	District Packet, Peer Observations, Team PLC's
Mary McNeely	Haleigh Stilwell	Teacher Strengths	District Packet, Peer Observations, Team PLC's

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### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

<p>Title I, Part A Putnam County School District provides services through Title I: Improving the Academic Achievement of the Disadvantaged and includes Part A, Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs.</p>
<p>Title I, Part C- Migrant In addition to the services provided by Title I, part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.</p>
<p>Title I, Part D See Title I, Part A. In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services.</p>
<p>Title II Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.</p>
<p>Title III The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction and are monitored at the school level by the guidance counselor.</p>
<p>Title X- Homeless The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless.</p>
<p>Supplemental Academic Instruction (SAI) Tutoring is supplied to qualifying students through various Supplemental Academic Instructional agencies.</p>
<p>Violence Prevention Programs Red Ribbon Week, Safe and Drug Free Schools Program, School relationship with Putnam County School District Safety and Security Resource Officers, Bullying Videos school-wide, Bullying Prevention, Passport to Peace Curriculum, Take a Stand Lend a Hand Bullying Program, District-wide bullying investigation process, Bullying professional development for teachers (in-service).</p>
<p>Nutrition Programs James A. Long participates in a federal grant for fruits and vegetables where our students receive fresh fruits or vegetables three days a week.</p>

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Housing Programs Students who qualify for Project Praise receive assistance with housing if needed.
Head Start RCMA prepares rural low-income children for leadership in an increasingly diverse and complex world. Mission Statement RCMA opens doors to opportunities through quality childcare and education from crib to high school and beyond.
Adult Education NA
Career and Technical Education NA
Job Training NA
Other NA

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. The School-based MTSS/RtI Leadership Team consists of: School administrators, CRT, guidance counselor, school psychologist, teachers of the particular students, a school-based behavioral RTI teacher, and other personnel as appropriate such as staffing specialists (for students with (IEP's)behavior specialists and assistants, speech and language therapists and mental health counselors.</p>
<p>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 MTSS/RtI Leadership Team will meet quarterly to review individual student's intervention data. In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, the lead team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based behavioral interventions. Teachers and RtI tutors will be responsible for providing the intervention with fidelity and recording data. RtI coaches will monitor, coach, and assist with professional development and graphing data as needed. On-going progress monitoring will be completed, graphed and analyzed at quarterly follow-up school-based CIM and team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS/RtI Leadership Team will work with the School Improvement Team to make sure that the RtI process is thoroughly integrated into the plan. Actions include: Seeking input from members to define the problem or goal by determining the difference between what is expected and what is occurring, to analyze the problem using data to determine why the issue is occurring, to generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains, and to develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. We will measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.</p>
MTSS Implementation

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

- SRI and STAR data as reported in the Scholastic Management System and the Renaissance system respectively
- District Interim Assessments in Reading, Math & Science- data management occurs in the PCSD DIA application
- PMP via online DATA STAR system
- FAIR for Reading as reported in the PMRN
- Skyward for tracking behavior patterns and trends
- Putnam Writes via online DDI applications
- IXL math program
- Mindplay Virtual Reading Coach program
- Read Right program data and reports

Describe the plan to train staff on MTSS.

Our faculty has had training on the MTSS/RtI process. However, additional training is given on an as-needed basis through our weekly grade level CIM meetings. We meet with each grade level weekly to discuss progress monitoring and specific students in the RtI process or who may be in need of intervention. We also have our school Guidance Counselor, school Psychologist, and CRT to guide us through the process and provide training when needed.

Describe the plan to support MTSS.

In order to support MTSS, our team will be consistent with our school's belief that this type of support system can be successful. We believe it is a framework for an implementation process, not a prescription. We must incorporate the culture of our school into the development of its implementation plan for it to work. We will continue offering a strong system of professional development and support/coaching so our faculty and staff can continue to use student outcome data to sustain implementation momentum.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Principal, Sarajeon McDaniel

Assistant Principal/TOSA, Diana Drew

CRT, Mary McNeely

Guidance Counselor, Jane Register

Behavioral RTI Specialist, Michelle Mikell

School Psychologist, Melissa Kummer

Media Assistant, Donna Taylor

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  
The LLT meets weekly to function as a support team for students, academics, and school-wide literacy.

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

- \*Continued support of implementing Common Core Standards
- \*Track subgroups and identify special academic needs of children to promote academic success
- \*Foster a love of reading among students with rewards and incentives from teachers and the Media Assistant
- \*Track student body data from our state mandated hour of structured, tiered Reading intervention

### ***Public School Choice***

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

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

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

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

We work with the local RCMA to provide a “Keys to Kindergarten” parent workshop in the Spring. We also open our kindergarten classrooms so that the RCMA children can preview our kindergarten classrooms.

Additional information is sent through Child Find, so that parents of non-school age children can better prepare and any special needs can be identified and addressed prior to starting school. We also have Pre-K classes at our school. In addition, there is outreach to the community to VPK providers via invitation to trainings and informational meetings at the district level. A District Pre-K Coordinator oversees these initiatives.

### ***\*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?

NA

### ***\*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?

NA

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?

NA

### ***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](#).

NA

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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]).

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1.1. There is a concern that students may not be participating in enough independent reading at a challenging level.	1.1. Students will participate in our school-wide Reading Counts Reading program. Teachers are participating in a book study on "The Daily Five", which explains the importance of independent reading.	1.1. Media Assistant, Teachers, and Intervention Assistants	1.1. Incentives and rewards will be offered for Reading Counts participation. Student reading levels will be frequently monitored.	1.1. Student Growth on STAR and SRI, School wide point totals, FAIR  Participation of students taking and passing Reading Counts Assessments		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By the end of the 2011-2012 school year, there will be a 10% decrease in the number of students scoring at levels 1 and 2. Therefore increasing the number of students scoring at least at an achievement level of 3.							
	Based on the 2012 FCAT Reading Performance data, 19% (44) of all students in grades 3-5 scored at level 3.	By the end of the 2012-2013 school year, there will be a 10% decrease (16) in the number of students scoring at achievement levels 1 and 2..					
		1.2. There is a concern about low-performing students getting enough remediation.	1.2. Daily small group intervention will be provided to all students needing additional instruction. Our school has an additional hour added to our day dedicated to Reading intervention.	1.2. Classroom Teacher, Curriculum Resource Teacher, Instructional Assistants, Intervention Assistants	1.2. Teacher will monitor all student data and increase individual instruction as needed, discussion at weekly CIM meetings, Quarterly Review Meetings	1.2. School Wide progress Monitoring Systems, District DIA's, CIM Spreadsheet, FAIR	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2.1. Keeping students who score at a level 4 or 5 in Reading motivated and challenged enough to avoid a drop in achievement level.	2.1. Implementing strategies that challenge students through vocabulary study, deep discussion, independent reading, enrichment center time, an additional hour added to our day for intensive Reading instruction, which may also be used for enrichment for level 4's and 5's.	2.1. Administration, CRT, teachers	2.1. Teachers will monitor all student data and increase individual instruction and/or enrichment as needed, discussion at weekly CIM meetings, Quarterly Review Meetings	2.1. FCAT, DIA's SRI, FAIR		
<p><u>Reading Goal #2A:</u></p> <p>By the end of the 2012-2013 school year, there will be a 20% (total of 37) increase in the number of students scoring above proficiency (FCAT Levels 4 and 5) in Reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	Based on the 2012 FCAT Reading Performance data, 13% (31) of our students scored at achievement level 4 or 5 on the FCAT.	By the end of the 2012-2013 school year, there will be an additional 20% (total of 37) overall increase in the number of students scoring above proficiency (FCAT Levels 4 and 5) in Reading.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Reading Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b></p>	<p>3.1.Consistency with maintaining a high level of instruction and student engagement.</p>	<p>3.1.Ongoing professional development, Weekly PLC meetings, an additional hour added to the day dedicated to intensive tiered instruction in Reading</p>	<p>3.1.Administration, CRT, teachers</p>	<p>3.1.Informal assessments, SRI, FAIR</p>	<p>3.1.FCAT</p>		
<p><u>Reading Goal #3A:</u> By the end of the 2012-2013 school year, there will be a 10% (total of 119) increase in the number of students making Learning Gains in Reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	Based on the 2012 FCAT Reading Performance data 47% (109) of all students in grades 3-5 made Learning Gains in Reading.	By the end of the 2012-2013 school year, we will have 10% (10) more students in grades 3-5 making Learning Gains in Reading.					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Reading Goal #3B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<p><b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4.1.Consistency with maintaining a high level of instruction and student engagement.</p>	<p>4.1.Ongoing professional development regarding Marzano's DQ5 (Engaging Students), Weekly data reviews through CIM meetings, an additional hour added to the day dedicated to intensive tiered instruction in Reading</p>	<p>4.1.Administration, CRT, district coaches, teachers</p>	<p>4.1.SRI, FAIR, DIA's</p>	<p>4.1.FCAT</p>		
<p><u>Reading Goal #4:</u> By the end of the 2011-2012 school year, there will be a 10% increase in the number of students making Learning Gains in Reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	Based on the 2011 FCAT Reading Performance data, 46% (13) of the lowest 25% made learning gains in Reading.	On the 2012-2013 FCAT, there will be a 10% (17) increase in the number of students in the lowest 25% making learning gains in Reading.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Reading Goal #5A:</u> <b>Our school wide goal is to reduce the number of students not proficient in FCAT reading each year according to the AMO target.</b>							
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		

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<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1.Consistency with maintaining a high level of instruction and student engagement.</p>	<p>5B1.Ongoing professional development regarding Marzano’s DQ5 (Engaging Students), Weekly data reviews through CIM meetings, an additional hour added to the day dedicated to intensive tiered instruction in Reading</p>	<p>5B1.Administration, CRT, district coaches, teachers</p>	<p>5B1.SRI, FAIR, DIA’s</p>	<p>5B1.FCAT</p>		
<p><u>Reading Goal #5B:</u> By the end of the 2012-2013 school year, there will be a 5% decrease in the each student subgroup NOT making progress in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 28%(65) Black: 31% (74) Hispanic:.02% (4) Asian: NA American Indian: NA</p>	<p>White: 23% (60) Black: 26%(68) Hispanic: 0% Asian: NA American Indian: NA</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> <b>NA</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1.Consistency with maintaining a high level of instruction and student engagement.</p>	<p>5D1.Ongoing professional development regarding Marzano's DQ5 (Engaging Students), Weekly data reviews through CIM meetings, an additional hour added to the day dedicated to intensive tiered instruction in Reading</p>	<p>5D1.Administration, CRT, district coaches, teachers</p>	<p>5D1.SRI, FAIR, DIA's</p>	<p>5D1.FCAT</p>		
<p><u>Reading Goal #5D:</u>  In the 2012-2013 school year, we will decrease the amount of students not making satisfactory progress in reading by 10% (6).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Last year we did not have this subgroup. However, the AMO spreadsheet indicates that 63% of our SWD did not meet proficiency in reading.</p>	<p>On the 2012-2013 FCAT, 53% (6) of our SWD will make satisfactory progress in reading.</p>					

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		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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1.Consistency with maintaining a high level of instruction and student engagement.	5E1.Ongoing professional development regarding Marzano's DQ5 (Engaging Students), Weekly data reviews through CIM meetings, an additional hour added to the day dedicated to intensive tiered instruction in Reading	5E1.Administration, CRT, district coaches, teachers	5E1.SRI, FAIR, DIA's	5E1.FCAT		
<p><u>Reading Goal #5E:</u></p> <p>By the end of the 2012-2013 school year, we will decrease the number of non-proficient Economically Disadvantaged students by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	On the 2010-2011 FCAT, 27% (51) of our Economically Disadvantaged students were proficient in Reading	By the end of the 2012-2013 school year, 17% (46) of our Economically Disadvantaged students will be proficient in Reading.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b></p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>							
	PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	SFA Roots, Wings and Kindercorner Training	K-5	District SFA Facilitators	New faculty members	Pre-planning	Marzano Walkthroughs	Curriculum Resource Teacher, Administration
	PLC's Focused on Marzano Framework	K-5	LEAD Team	School-Wide	Ongoing/Weekly	Walkthroughs, formal and informal documented observations	Curriculum Resource Teacher, Administration, Guidance Counselor, Peer Teachers
The Daily Five Book Study	K-5	LEAD Team	School-Wide	Ongoing/Weekly	Walkthroughs, formal and informal documented observations	Curriculum Resource Teacher, Administration, Guidance Counselor, Peer Teachers	

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District TIF Planning Sessions/Common Core	K-5	District DDI Team	School-Wide	Ongoing/Monthly	Walkthroughs, formal and informal documented observations	Curriculum Resource Teacher, Administration, Guidance Counselor, Peer Teachers
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**Reading Budget** (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Continue to add to the library of materials to increase independent reading and student engagement.	Mystery Novels for 3 <sup>rd</sup> grade	Library Media	\$1,177.00
<b>Subtotal:</b> <b>\$1,177.00</b>			
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Continue to Provide MacBooks to all teachers.	Computer trade in program-Laptop Initiative	County Received Grants	0.00
<b>Subtotal:</b> <b>\$0.00</b>			
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
RtI Flipcharts	Teacher friendly resource explaining the RtI process including suggestions and strategies	General Fund	\$385.00
<b>Subtotal:\$385.00</b>			
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
<b>Subtotal:</b>			
<b>Total:</b>			

*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]).

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1 Consistency with maintaining a high level of instruction and student engagement since the bar is raised each year for students taking CELLA.	1.1 Ongoing professional development regarding Marzano's DQ5 (Engaging Students), Weekly data reviews through CIM meetings, an additional hour added to the day dedicated to intensive tiered instruction in Reading	1.1. Administration, CRT, district coaches, teachers, guidance counselor	1.1. SRI, FAIR, DIA's	1.1 CELLA	
<b>CELLA Goal #1:</b> Our goal for 2012-2013 would be to maintain 100% proficiency at the students' current grade level test.	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					

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	In 2012, 100% (2/2) of our students tested on CELLA scored proficient in listening/speaking.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring proficient in reading.</b>	2.1 Consistency with maintaining a high level of instruction and student engagement.	2.1 Ongoing professional development regarding Marzano's DQ5 (Engaging Students), Weekly data reviews through CIM meetings, an additional hour added to the day dedicated to intensive tiered instruction in Reading	2.1 Administration, CRT, district coaches, teachers, guidance counselor	2.1 SRI, FAIR, DIA's	2.1 CELLA	
<b>CELLA Goal #2:</b> Our goal for 2012-2013 would be for 100% (2/2) of our students to score at the proficient level in reading on CELLA.	<b>2012 Current Percent of Students Proficient in Reading:</b>					
	In 2012, 50% (1/2) of our students tested on CELLA scored proficient in reading. One student scored proficient and one student scored low intermediate.					

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		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	
<b>3. Students scoring proficient in writing.</b>	2.1 Consistency with maintaining a high level of instruction and student engagement since the bar is raised each year for students taking CELLA.	2.1 Ongoing professional development regarding Marzano's DQ5 (Engaging Students), Weekly data reviews through CIM meetings, an additional hour added to the day dedicated to intensive tiered instruction in Reading	2.1. Administration, CRT, district coaches, teachers, guidance counselor	2.1. SRI, FAIR, DIA's	2.1 CELLA	
<b>CELLA Goal #2:</b> Our goal for 2012-2013 would be for 100% (2/2) of our students to score at the proficient level in writing on CELLA.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	In 2012, 50% (1/2) of our students tested on CELLA scored proficient in writing. One student scored proficient and one student scored high intermediate.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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**CELLA Budget** (Insert rows as needed)

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

*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]).

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1.A1. An overall weakness of Number Sense in our students has been pinpointed that contributes to poor math skills and creating a roadblock to success.	1. A1. Teachers will infuse number sense into classwork and instruction daily to strengthen student skills in this area, weekly CIM meetings to monitor student progress and unpack the standards using Item Specs. PLC's to share best practices and strategies, attend TIF meetings, IXL Math program used in computer lab.	1.A1. Classroom teachers, CRT, Administration	1.A1. District Interim Assessment, Walkthroughs, IXL reports	1.A1. FCAT		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2012-2013 FCAT, we will increase the number of students scoring a level 3 by 10%.							
	On the 2011-2012 FCAT, 51% (118) of our students scored on a proficient level in Math.	By the end of the 2012-2013 school year, 61% (203) of our students will score at least a level 3 in Math.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2A1. An overall weakness of Number Sense in our students has been pinpointed that contributes to poor math skills and creating a roadblock to success.</p>	<p>2.A.1 A1. Teachers will infuse number sense into classwork and instruction daily to strengthen student skills in this area, weekly CIM meetings to monitor student progress and unpack the standards using Item Specs. PLC's to share best practices and strategies, attend TIF meetings, IXL Math program used in computer lab.</p>	<p>2.A1. Classroom teachers, CRT, Administration</p>	<p>2.A.1. District Interim Assessment, Walkthroughs, IXL reports</p>	<p>2.A1. FCAT</p>		
<p><u>Mathematics Goal #2A:</u> On the 2012-2013 FCAT, we will increase the number of students scoring at or above achievement Levels 4 and 5 by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	On the 2011-2012 FCAT, 17% (40) of our students scored a Level 4 or 5 in Math.	By the end of the 2012-2013 school year, 27% (89) of our students will score a Level 4 or 5 in Math.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Mathematics Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b></p>	<p>3.A1. An overall weakness in Number Sense in our students has been pinpointed that contributes to poor math skills and creating a roadblock to success.</p>	<p>3.A.1 A1. Teachers will infuse number sense into classwork and instruction daily to strengthen student skills in this area, weekly CIM meetings to monitor student progress and unpack the standards using Item Specs. PLC's to share best practices and strategies, attend TIF meetings, IXL Math program used in computer lab.</p>	<p>3.A1. Classroom teachers, CRT, Administration</p>	<p>3.A.1. District Interim Assessment, Walkthroughs, IXL reports</p>	<p>3.A1. FCAT</p>		
<p><u>Mathematics Goal #3A:</u> By the end of the 2012-2013 school year, we will increase the percentage of students making learning gains in math by 5%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	On the 2011-2012 FCAT, 70% (162) of our students made learning gains in Math.	By the end of the 2012-2013 school year, 75% (249) of our students will make learning gains in Math.					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Mathematics Goal #3B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<p><b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4.A1. An overall weakness in Number Sense in our students has been pinpointed that contributes to poor math skills and creating a roadblock to success.</p>	<p>4.A.1 A1. Teachers will infuse number sense into classwork and instruction daily to strengthen student skills in this area, weekly CIM meetings to monitor student progress and unpack the standards using Item Specs. PLC's to share best practices and strategies, attend TIF meetings, IXL Math program used in computer lab.</p>	<p>4.A1. Classroom teachers, CRT, Administration</p>	<p>4.A.1. District Interim Assessment, Walkthroughs, IXL reports</p>	<p>4.A1. FCAT</p>		
<p><b>Mathematics Goal #4:</b> By the end of the 2012-2013 school year, we will increase the percentage of students in the lowest 25% making learning gains in mathematics by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	On the 2011-2012 FCAT, 76% (23) of our students in the lowest 25% made learning gains in Math.	By the end of the 2012-2013 school year, 86% (26) of our students in the lowest 25% will make learning gains in Math.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal</u> <b>#5A:</b>  <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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5.B.1. An overall weakness in Number Sense in our students has been pinpointed that contributes to poor math skills and creating a roadblock to success.	5.B.1 Teachers will infuse number sense into classwork and instruction daily to strengthen student skills in this area, weekly CIM meetings to monitor student progress and unpack the standards using Item Specs. PLC’s to share best practices and strategies, attend TIF meetings, IXL Math program used in computer lab.	5.B.1. Classroom teachers, CRT, Administration	5.B.1. District Interim Assessment, Walkthroughs, IXL reports	5.B.1. FCAT		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By the end of the 2012-2013 school year, our student subgroups not making satisfactory progress will decrease by 10% each.							
	White:37%(22) Black: 64% (45) Hispanic: NA Asian:NA American Indian: NA	White: 27% (18) Black: 54% (40) Hispanic:NA Asian:NA American Indian: NA					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5.D.1. An overall weakness in Number Sense in our students has been pinpointed that contributes to poor math skills and creating a roadblock to success.</p>	<p>5.D.1 Teachers will infuse number sense into classwork and instruction daily to strengthen student skills in this area, weekly CIM meetings to monitor student progress and unpack the standards using Item Specs. PLC's to share best practices and strategies, attend TIF meetings, IXL Math program used in computer lab.</p>	<p>5.D.1. Classroom teachers, CRT, Administration</p>	<p>5.D.1. District Interim Assessment, Walkthroughs, IXL reports</p>	<p>5.D.1. FCAT</p>		
<p><u>Mathematics Goal #5D:</u>  By the end of the 2012-2013 school year, the percentage of our Students with Disabilities not making satisfactory progress in Math by 10% (6).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Last year we did not have this subgroup. However, the AMO spreadsheet shows 60% of our SWD did not meet proficiency.</p>	<p>By the end of the school year, we will reduce the percentage of our Economically Disadvantaged students not scoring as proficient in Math to 50% (6).</p>					

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		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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5.E.1. An overall weakness in Number Sense in our students has been pinpointed that contributes to poor math skills and creating a roadblock to success.	5.E.1 Teachers will infuse number sense into classwork and instruction daily to strengthen student skills in this area, weekly CIM meetings to monitor student progress and unpack the standards using Item Specs. PLC's to share best practices and strategies, attend TIF meetings, IXL Math program used in computer lab.	5.E.1. Classroom teachers, CRT, Administration	5.E.1. District Interim Assessment, Walkthroughs, IXL reports	5.E.1. FCAT		
<u>Mathematics Goal #5E:</u> By the end of the school year, we will increase the percentage of our Economically Disadvantaged students scoring as proficient in Math by 10% (145).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	On the 2009-2010 FCAT, 61% (132) of our Economically Disadvantaged students scored as proficient in Math.	By the end of the school year, we will increase the percentage of our Economically Disadvantaged students scoring as proficient in Math by 10% (145).					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

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

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<u>Mathematics Goal #3A:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: NA	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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</u> <b>NA</b>							
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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> <b>NA</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal</u> <u>#5E:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.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	Mathemat	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA							
		<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Algebra 1 Goal #1:</b> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Algebra 1 Goal #3A:</u>  NA							
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		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Algebra 1 Goal #3B: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

*End of Algebra 1 EOC Goals*

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

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

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Geometry Goal #1:</b> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<u>Geometry Goal #3A:</u> NA							
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		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Geometry Goal #3B:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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

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Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning</b>							
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<b>Community (PLC) or PD Activities</b> 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
<b>NA</b>						

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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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*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]).

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1.A.1. Students' level of knowledge of the scientific method, science vocabulary, and science concepts.	1.A.1. The teacher will provide instruction in the scientific method and grade level concepts and skill instruction. They will also use best practice techniques in small and large group science instruction. Project Lead the Way curriculum and Discovery Science tech books will serve to enhance understanding of skills and concepts.	1.A.1. Fifth grade team leader, CRT, Administration	1.A.1. Classroom benchmark assessment, District Interim Assessments	1.A.1. FCAT		

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<p><b>Science Goal #1A:</b> On the 2011-2012 FCAT, 32% (24) of our 5th graders scored at Level 3 in Science. By the end of the 2012-2013 school year, we will increase the amount of students scoring at a Level 3 by 10% (34).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>On the 2011-2012 FCAT, 32% (24) of our 5th graders scored a Level 3 in Science.</p>	<p>By the end of the 2012-2013 school year, there will be a 42% (34) increase in the number of students scoring at achievement Level 3.</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p><b>Science Goal #1B:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b></p>	<p>2.A.1. Students' level of knowledge of the scientific method, science vocabulary, and science concepts.</p>	<p>2.A.1. The teacher will provide instruction in the scientific method and grade level concepts and skill instruction. They will also use best practice techniques in small and large group science instruction. Project Lead the Way curriculum and Discovery Science tech books will serve to enhance understanding of skills and concepts.</p>	<p>2.A.1. Fifth grade team leader, CRT, Administration</p>	<p>2.A.1. Classroom benchmark assessment, District Interim Assessments</p>	<p>2.A.1. FCAT</p>		
<p><u>Science Goal #2A:</u> On the 2011-2012 FCAT, 6% (5) of our 5th graders scored at Level 4 and 5 in Science. By the end of the 2012-2013 school year, we will increase that percentage by 10% (13).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	On the 2011-2012 FCAT, 6% (5) of our 5th graders scored at Level 4 and 5 in Science.	By the end of the 2012-2013 school year, 16% (13) of our 5 <sup>th</sup> graders will score at Level 4 and 5 in Science.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Science Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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]).

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u> <b>NA</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

*End of Florida Alternate Assessment High School Science Goals*

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

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

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						

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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		
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Biology 1 Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	<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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Biology 1 Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Biology I EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
NA						

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	I.A.1. Knowledge of recent changes in FCAT Writes testing including the focus on spelling and conventions.	I.A.1. 4 <sup>th</sup> Grade CIM meetings will address the changes in FCAT Writes testing ensuring that both the teachers and students are aware and have strategies in place to deal with them.  4 <sup>th</sup> Grade FCAT Writes Camp  District CRT will provide writing training for 4 <sup>th</sup> grade teachers.	I.A.1. 4 <sup>th</sup> grade team leader, CRT, Administration	I.A.1. Classroom Writing grades, Walkthroughs, Putnam Writes	I.A.1. FCAT Writes		

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<p><u>Writing Goal #1A:</u> By the end of the 2012-2013 school year, there will be an improvement of 15% in students achieving 3.0 or higher on FCAT Writes.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>On the 2011-2012 FCAT Writes test, 67% (52) of our 4th graders were proficient in Writing.</p>	<p>On the 2012-2013 FCAT Writes test, 82% (62) of our 4th graders will be proficient in Writing</p>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p><b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b></p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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 Training	4th	District CRT	4 <sup>th</sup> Grade	Early Release/4 <sup>th</sup> grade planning	Classroom writing scores, Putnam Writes Scores	4 <sup>th</sup> grade team leader, Administration

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Writing Goals*

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

**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]).

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
NA						

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

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

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

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

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>U.S. History Goal #1:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
NA						

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Tardies and early check-out from school	1.1. Implement a Tier 2 Intervention: Track students who have excessive tardies or early check-outs, talk with them personally, send a letter of awareness to their parents. Invite these students to participate in the Sunshine Club. Offer incentives to students in the Sunshine Club.	1.1. Solutions Attendance Team	1.1. Analyze data of numbers of tardies and early check-outs at regular intervals.	1.1. Skyward reports and Excel Spreadsheets, Sunshine Club reports from Guidance Counselor		

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

<p><u>Attendance Goal #1:</u> We would like to increase overall attendance in the 2012-2013 school year to 97% (506). We would also like to decrease the number of students with 10 or more absences and the number of students with 10 or more tardies by half each.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>Our overall percentage of attendance during the 2011-2012 school year was 95% (467).</p>	<p>The expected overall attendance rate during the 2012-2013 school year will be 97% (506).</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>4% (24)</p>	<p>2% (11)</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>3% (18)</p>	<p>1.5% (9)</p>					
		<p>1.2. Students with excessive absences</p>	<p>1.2. Target students who have excessive absences and send home a district truancy letter.</p>	<p>1.2. Data Clerk, Administration</p>	<p>1.2. Check Skyward attendance reports at regular intervals, specifically checking the targeted students.</p>	<p>1.2. Skyward reports</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Attendance Data	Solutions Attendance Committee	Attendance Committee Chairperson	Solutions Attendance Committee, Guidance Counselor, Data Clerk	Early Release Days	Skyward Attendance Data	Solutions Attendance Committee, Administration

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			

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

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		
<b>1. Suspension</b>	1.1. We have many students who are repeat offenders. These students are involved in multiple incidents and are in the Behavioral RtI process.	1.1. Our repeat offenders have been identified. Mrs. Mikell, our RtI Teacher is working with these students to set behavior goals and monitoring their behavior daily using check-in, check-out, incentives and other strategies.	1.1. Mrs. Mikell	1.1. Teacher feedback, analyzing referral data	1.1. Skyward behavior tab		

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

<p><u>Suspension Goal #1:</u> Our suspension goal is to decrease the number of students who received suspensions last year by 10% (35) during the 2012-2013 school year.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>During the 2011-2012 school year, there were zero in-school suspensions. We do not have the resources to man in-school suspension.</p>	<p>During the 2012-2013 school year, we will have zero in-school suspensions. We do not have the resources to man in-school suspension.</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>During the 2011-2012 school year, we had zero students suspended in-school. We do not have the resources to man in-school suspension.</p>	<p>During the 2011-2012 school year, we had zero students suspended in-school. We do not have the resources to man in-school suspension.</p>					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					

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

	During the 2011-2012 school year, we had a total of 98 suspension days (from 39 students).	During the 2012-2013, we expect to reduce the number of suspension days by 10% (88).					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	During the 2011-2012 school year, we had a total of 39 students suspended.	During the 2012-2013, we expect to reduce the number of students suspended by 10% (35).					
		1.2. Students' lack of respect for each other and bullying.	1.2. Teachers are using the Pathway to Peace curriculum and are holding weekly class councils. We are also conducting bullying assemblies during the school year. Teachers are being trained in how to identify and handle bullying situations with the Stop Bullying Now program.	1.2. Administration, Guidance Counselor, Rtl Teacher	1.2. Teacher feedback, analyzing referral data, quarterly reviews	1.2. Skyward behavior tab	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Stop Bullying Now	K-5	Jane Register	All teachers	October	Teachers will use class council in their classrooms.	Administration, Guidance, RtI Behavior Teacher

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			

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

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

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

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
NA						

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><u>Parent Involvement Goal #1:</u></p> <p>This was completed using the online template. Please refer to the online version of the PIP.</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p><i>Enter numerical data for current level of parent involvement in this box.</i></p>	<p><i>Enter numerical data for expected level of parent involvement in this box.</i></p>					

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

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

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

**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> NA	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a</p>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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
NA						

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*

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

**Career and Technical Education (CTE) Goal(s)**

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

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a</p>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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
NA						

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Additional Goal #1:</u>  NA	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Goals Professional Development**

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

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
NA						

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*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.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>

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

<b>Grand Total:</b>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**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.)

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

Are you reward school?  Yes  No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

<b>If No, describe the measures being taken to comply with SAC requirements.</b>
Many of our SAC members are parents of James A. Long students. We are asking additional parents to join and have not gotten enough response to meet the requirement. We also have not had business or community members interested in joining our SAC.
<b>Describe the activities of the SAC for the upcoming school year.</b>
Our SAC will assist in the evaluation of the School Improvement Plan and monitor the SIP targets. In addition, they will provide suggestions on how to improve student performance. They will also provide suggestions on how to increase overall parent participation in our school.

Describe the projected use of SAC funds.	Amount
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**Revised April 29, 2011**

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NA	