

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Kate Sullivan Elementary School	District Name: Leon County Schools
Principal: Pam Stevens	Superintendent: Jackie Pons
SAC Chair: Latara Osborne-Lampkin	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Pam Stephens	BS-Elem. Ed. K-3, MS-Early Childhood, Ed. Specialist- Reading, Certification-Educ. Leadership	30	12	2007 – A School Grade 87% - Reading 3 or Higher 80% - Math 3 or Higher 72% - Learning gains in Reading 62% - Learning gains in Math 62% - Lowest 25% in Reading 52% - Lowest 25% in Math

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					<p>74% - Writing 68% - Science AYP: 77%; Did not make AYP in Reading and Math. 2008 – A School Grade 83% - Reading 77% - Math 66% - Learning gains in Reading 61% - Learning gains in Math 54% - Lowest 25% in Reading 55% - Lowest 25% in Math 77% - Writing 52% - Science AYP: 95% Black and economically disadvantaged subgroup did not make AYP in Math. 2009 – B School Grade 80% - Reading 71% - Math 65% - Learning gains in Reading 49% - Learning gains in Math 60% - Lowest 25% in Reading 49% - Lowest 25% in Math 89% - Writing 48% - Science AYP: 87%; Did not make AYP in Reading and Math. 2010 – B School Grade 81% - Reading 75% - Math 62% - Learning gains in Reading 59% - Learning gains in Math 47% - Lowest 25% in Reading 54% - Lowest 25% in Math 67% - Writing 52% - Science</p>
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					<p>AYP: 85%; Did not make AYP in Reading and Math. 2011 – B School Grade 79% - Reading 78% - Math 64% - Learning gains in Reading 56% - Learning gains in Math 55% - Lowest 25% in Reading 50% - Lowest 25% in Math 73% - Writing 51% - Science AYP: 85%; Did not make AYP in Reading and Math. 2012 – A School Grade 67% - Reading 63% - Math 76% - Learning gains in Reading 69% - Learning gains in Math 63% - Lowest 25% in Reading 61% - Lowest 25% in Math 83% - Writing 49% - Science</p>
Asst.Prin	Brandy Tyler-McIntosh	B.S. in Political Criminal Justice with a minor in Psychology and Education Masters of Education in Administration and Supervision	1 year	5 years	<p>2007 – A School Grade 87% - Reading 3 or Higher 80% - Math 3 or Higher 72% - Learning gains in Reading 62% - Learning gains in Math 62% - Lowest 25% in Reading 52% - Lowest 25% in Math 74% - Writing 68% - Science AYP: 77%; Did not make AYP in Reading and Math. 2008 – A School Grade 83% - Reading 77% - Math 66% - Learning gains in Reading</p>

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				<p>61% - Learning gains in Math 54% - Lowest 25% in Reading 55% - Lowest 25% in Math 77% - Writing 52% - Science AYP: 95% Black and economically disadvantaged subgroup did not make AYP in Math. 2009 – B School Grade 80% - Reading 71% - Math 65% - Learning gains in Reading 49% - Learning gains in Math 60% - Lowest 25% in Reading 49% - Lowest 25% in Math 89% - Writing 48% - Science AYP: 87%; Did not make AYP in Reading and Math. 2010 – B School Grade 81% - Reading 75% - Math 62% - Learning gains in Reading 59% - Learning gains in Math 47% - Lowest 25% in Reading 54% - Lowest 25% in Math 67% - Writing 52% - Science AYP: 85%; Did not make AYP in Reading and Math. 2011 – B School Grade 79% - Reading 78% - Math 64% - Learning gains in Reading 56% - Learning gains in Math 55% - Lowest 25% in Reading</p>
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					<p>50% - Lowest 25% in Math 73% - Writing 51% - Science AYP: 85%; Did not make AYP in Reading and Math. 2012 – A School Grade 67% - Reading 63% - Math 76% - Learning gains in Reading 69% - Learning gains in Math 63% - Lowest 25% in Reading 61% - Lowest 25% in Math 83% - Writing 49% - Science</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Roberta Klawinski	B.S Early Childhood Degree, Masters in Reading and Reading Endorsed	1 1/2 months	2 years	2012 – A School Grade 67% - Reading 63% - Math 76% - Learning gains in Reading 69% - Learning gains in Math 63% - Lowest 25% in Reading 61% - Lowest 25% in Math 83% - Writing 49% - Science

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. A team of teachers will be involved in the interview process to hire new highly qualified teachers.	Administrative Team and Teachers	On-going
2. Professional Learning Communities will meet to provide support to new teachers.	Administrative Team and Teachers	May 2013
3. The administrative team will conduct Classroom Walk-Throughs through IObservation and provide feedback to teachers.	Administrative Team and Teacher Leader	May 2013

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4. Highly effective veterans teachers will mentor new teachers.	Administrative Team and Mentor Teacher	May 2013
5. The district host job fairs to recruit highly qualified teachers.	Administrative Team and Teachers	May-June 2013
6. Beginning teachers are assigned mentors that meet with them regularly to provide positive support and assist in areas of need.	Administrative Team and Mentor	May 2013
7. Beginning teachers receive formal and informal evaluations within the first 45 days of employment. The data collected during the evaluation is used to identify strengths and areas of need.	Mentors Administrative Team	On-going
Professional development and support is provided based on the evaluation.	Teachers	

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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
0%	

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
55	10%	29%	36%	31%	35%	100%	16%	15%	25%

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jan Gove	Samantha Bouie	Mrs. Gove is a veteran educator. She will work closely with Ms. Bouie to ensure a healthy and productive school year.	Observations, Conferences, Informal and Formal meetings.
Denise Dennis	Debra Nesmith	Mrs. Dennis is veteran educator. She will work closely with Ms.	Observations, Conferences, Informal and Formal meetings.

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		Nesmith to ensure a healthy and productive school year.	
Sherell Ash	Brianna Ingersoll	Mrs. Ash is veteran Educator. She will work closely with Ms. Ingersoll to ensure a healthy and productive school year.	Observations, Conferences, Informal and Formal meetings.
Lisa Neihaus	Amanda Hart	Mrs. Neihaus is veteran teacher. She will work closely with Ms. Hart to ensure a healthy and productive school year.	Observations, Conferences, Informal and Formal meetings.
Heather Riblett	Emily Avery	Mrs. Riblett is veteran teacher. She will work closely with Ms. Avery to ensure a healthy and productive school year.	Observations, Conferences, Informal and Formal meetings.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

Referral Coordinator: Provides expertise on fundamentals and implications of RtI. Assists classroom teachers with development of assessment and interventions with individual students. Provides information to parents on community agencies. Maintains records of RtI Team meetings and decisions.

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

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

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

ESE Staffing Specialist: Provides expertise on fundamentals and implications of RtI. Assists classroom teachers with development of assessment and interventions with individual students. Provides information to parents on community agencies. Maintains records of RtI Team meetings and decisions.

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

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

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

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

The school MTSS Leadership Team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets weekly to review universal screening data and link to instructional decisions; review progress monitoring data at the grade levels and classroom levels to identify students who are at risk; and guide instructional decisions. The leadership team will problem-solve the concerns during the meeting. Reviewing the data helps to facilitate the identification of students who are meeting/exceeding benchmarks, or at moderate or high risk for not achieving benchmarks. Based on the above information, the team will identify prescriptive research-based interventions.

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The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

The MTSS Leadership Team met to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Text Complexities, Infusing Common Core Standards, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

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

Baseline data: Progress Monitoring through Data Director, Reporting Network (PMRN), Florida Kindergarten Readiness Screening (FLKRS), AIMS Web, Florida Comprehensive Assessment Test (FCAT).

Progress Monitoring: PMRN, Subject Area Assessments, Write Score, FCAT TestMaker, Corrective, SRA Reading Labs, Data Director, FCAT Simulation Assessments.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Subject Area Assessments, Write Score, FCAT TestMaker, Data Director.

End of year: FAIR, Subject Area Assessments, SuccessMaker and FCAT 2.0.

Frequency of Data Days: Data Analysis is ongoing. Formal meetings will take place once a month.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The MTSS team will also evaluate additional staff professional development needs during the monthly MTSS Leadership Team meetings.

Describe the plan to support MTSS.

The plan to support MTSS is as follows:

- I. To successfully implement and sustain a multi-tiered system of student supports with fidelity in our school.
- II. Accelerate and maximize student academic and social-emotional outcomes through the application of databased problem solving utilized by effective leadership at all levels of the educational system.
- III. Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that assists all students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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Pamela Stephens, Principal; Brandy Tyler-McIntosh, Assistant Principal; Roberta Klawinski, Reading Coach; Barbara McHaffie, Kelly McHaffie, Nancy Groover, Jan Gove, Detrick Chipman, Beverly Robinson, Gary White, and Alicia Collins.

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

The Reading Leadership Team will meet six times a year. Our focus is on strengthening home-school connections, evaluating staffing needs and monitoring instructional practices. Additionally, we collect student data and measure instructional materials as compared to the first- and second-year baseline data. The leadership team analyzes this information for improved student achievement. Additionally, the Literacy Team will also monitor the implementation of the SIP Reading Goals.

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

The major initiative is to provide trainings for teachers on interventions and workshop/centers to promote quality instruction in reading.

Public School Choice

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

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

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

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

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1.1. Consistent quality instruction.	1.1. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success	1.1. Principal/Assistant Principal	1.1. Monitoring of progress toward goals	1.1. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
73% of the students will score Level 3 on the 2013 FCAT Reading Test.	67% of the students scored Level 3 on the 2012 FCAT Reading Test.	73% of the students will score Level 3 on the 2013 FCAT Reading Test.					
			1.2. Teachers are not providing differentiated learning opportunities with multi-level learners in small groups with fidelity.	1.2. Provide professional development on how to effectively create a learning environment conducive to providing Differentiated Instruction (i.e. small groups, individualized instruction, and	1.2. Administrators, Teacher Leaders, & Reading Coach	1.2. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process, Progress Monitoring Data, and Lesson Plans.	1.2. Lesson Plans, Progress Monitoring Tools & Classroom Walkthrough Logs.

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			remediation)			
		1.3. Learners lack real world vocabulary knowledge and daily practical learning experiences.	1.3. Teachers will provide students with a variety of opportunities to be exposed to and to utilize vocabulary terms in real world situations. Teachers in K-5 will use the Intensive Vocabulary Kits/SRA Reading Labs to help support the exposure to new terms and high complexity questions.	1.3. Administrators, Teacher Leaders, & Reading Coach	1.3. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process, high complexity level questions and Lesson Plans	1.3. Lesson Plans, Progress Monitoring & Classroom Walkthrough Logs.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2.1. Enrichment materials and opportunities for students throughout the grade levels are insufficient.	2.1. Provide students with enrichment opportunities within the school day.	2.1 Administrators, Teacher Leaders & Reading Coach	2.1 Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process, progress monitoring data and Lesson Plans.	2.1. Lesson Plans & Classroom Walkthrough Logs.
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
34% of the students will score Levels 4 on the 2013 FCAT Reading Test.	27% of the students scored Level 4 on the 2012 FCAT Reading Test.	34% of the students will score Levels 4 on the 2013 FCAT Reading Test.					
			2.2. Instructional rigor throughout grade levels.	2.2. Teachers, administrators and reading coach will develop an Instructional focus calendar (IFC), aligning materials and common assessments with the NGSSS and common core.	2.2. Administrative Team Reading Coach Literacy Team Teachers(regular education and ESE)	2.2. The administrative team will monitor the effectiveness of the ICF through classroom walk-throughs, lesson plans and progress monitoring meetings	2.2. Common assessments Progress monitoring notebooks
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3.1. Teachers are not utilizing small group instruction school wide with rigor and relevance.	3.1. Grade levels will provide a uniformed time in which they will be providing small group instruction. Students who are identified as being a level 1 or 2 student will receive extra 30 minutes of instruction each day.	3.1. Administrators, Teacher Leaders & Reading Coach	3.1. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans that specifically address small group instruction.	3.1. Lesson Plans & Classroom Walkthrough Logs.
<u>Reading Goal #3A:</u> 78% of the students will make learning gains on the 2013 FCAT Reading Test.	<u>2012 Current Level of Performance:*</u> 76% of the students made learning gains on the 2012 FCAT Reading Test.	<u>2013 Expected Level of Performance:*</u> 78% of the students will make learning gains on the 2013 FCAT Reading Test.					
			3.3. Training is needed in	3.3. Teachers will deliver	3.3. Administrative Team	3.3. Progress monitoring	3.3. Monthly common

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			disaggregating data. Effective small group instructional strategies.	differentiated instruction in small groups.	Reading Coach Teachers (regular education and ESE)	monthly meetings iObservation	assessments and iObservation
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: <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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4.1. Students are not provided with extra time for interventions.	4.1. Teachers must create a class schedule that allows for the extra small group instruction time with the teacher for Tier 2 and 3 students.	4.1. Administrators & Reading Coach	4.1. Administrators will monitor the implementation of this instructional strategies utilizing Classroom Walk Throughs and Informal Observations and Lesson Plans.	4.1. Lesson Plans & Observation
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
66% of the students identified as scoring in the lowest 25% on 2013 FCAT Reading Test will make learning gains.	63% of the students identified as scoring in the lowest 25% on 2012 FCAT Reading Test made learning gains.	66% of the students identified as scoring in the lowest 25% on 2013 FCAT Reading Test will make learning gains.					
			4.2. Students including the ones in the lowest 25% are not motivated to read.	4.2. Students will receive additional remediation with the grade level paraprofessionals using researched-based interventions.	4.2. Administrators, Teacher Leaders & Reading Coach	4.2. Administrators will monitor the implementation of this instructional strategy utilizing the progress- monitoring tool adopted by the grade level teams.	4.2. Progress Monitoring Data
			4.3. Ineffective small group instruction	4.3. Students not achieving mastery using the core curriculum materials, will receive	4.3. Principal, Assistant Principal Reading Coach Teachers (regular	4.3. On-going progress monitoring	4.3. Common assessments

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			supplemental instruction in small groups with the classroom/ESE teachers based on their needs.	education and ESE)		
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:			5A.1. Students' needs aren't being met by interventions.	5A.1. Diagnose individual needs using a variety of different testing materials, i.e.: FAIR, Corrective, AIMWeb, STAR, SuccessMaker, FCAT TestMaker	5A.1. Administrators & Reading Coach	5A.1. Administrators will monitor the implementation of this instructional strategy utilizing the iObservation and Lesson Plans.	5A.1. Lesson Plans & iObservation.	
90% of the white students and 86% of the black students will achieve mastery on the 2013 FCAT Reading Test.	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>In June of 2012, 82% of the students in the white subgroup and 53% of the students in the black subgroup made learning gains in reading. White: 82%</td> <td>In June of 2013, 84% of the students in the white subgroup and 55% of the students in the black subgroup will make learning gains in reading. White: 84%</td> </tr> </tbody> </table>	2012 Current Level of Performance:*						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*							
In June of 2012, 82% of the students in the white subgroup and 53% of the students in the black subgroup made learning gains in reading. White: 82%	In June of 2013, 84% of the students in the white subgroup and 55% of the students in the black subgroup will make learning gains in reading. White: 84%							

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	Black: 53% Hispanic: N/A Asian:N/A American Indian: N/A:	Black: 55% Hispanic: N/A Asian:N/A American Indian: N/A:					
		5A.2. Differentiating/maintaining the instructional needs of low-level and high-level students.	5A.2. Determine core instructional needs by reviewing assessment data for all white and black students. Plan differentiated instruction using evidence-based interventions for an additional 30-minutes.	5A.2. Administrative Team Reading Coach Regular and ESE Teachers	5A.2. Ongoing Progress Monitoring All students will receive targeted intervention or enrichments with 80% mastery.	5A.2. Common Assessments Progress Monitoring	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Providing Clear Learning Goals and Rubrics	K-5	Teacher Leader	All teachers	Team Meetings and Staff Development Meetings monthly	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	K-5	Team leader	All teachers	Team meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Small Group Instruction	K-5K	Reading Coach Literacy Leadership	School-wide	Monthly Staff Development Days	iObservation documentation; Teacher Portfolio	Administrators, SIP Plan Chair & Reading Coach
Differentiated Instruction/Data	K-5	Reading Coach Literacy	School-wide	Monthly Staff Development Days	Administrators will monitor the implementation of this instructional strategy utilizing	Administrators, SIP Chair & Reading Coach

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Driven Instruction		Leadership Team (LLT)			the Classroom Walk Through process, Progress Monitoring and Lesson Plans.	
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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)/Material(s)

Strategy	Description of Resources	Funding Source	Amount
50% of the students identified as scoring in the lowest 25% on FCAT Reading will make learning gains.	Intensive Vocabulary Kits at grades K-3, Kaleidoscope and Corrective Reading.	20% of EDEP Funds	\$1000.00
			Subtotal: \$1,000.00

Technology

Strategy	Description of Resources	Funding Source	Amount
With the integration of technology, instruction is differentiated and assessed to meet the needs of all students.	FCAT Test Maker, Successmaker 5, Imagine It! Esuite, and Data Director	Textbook Allocation and Technology Funds	\$0.00
Enhance student engagement through technology.	Promethean Boards	PTA and 20% of EDEP Funds	\$5500.00
			Subtotal: \$5,500.00

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Developing appropriate rubrics	Facilitator; time for planning and collaboration	School-based Professional Learning	\$1500.00
Determine core instructional needs by reviewing Imagine It!, FAIR and Write Score assessment data.	Progress Monitoring	EDEP/Title II	\$500.00
To provide Professional Development in Differentiated Instruction, Remediation/Enrichment, Corrective, AIMsWeb, and Small Group Instruction.	The Reading Coach will provide training.	None	\$0.00

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			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: <i>Enter numerical data for current 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.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Reading: <i>Enter numerical data for current 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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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Writing : <i>Enter numerical data for current 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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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1.1. Aligning materials to NGSSS and enhance technology usage.	1.1. Teachers will engage students in complex tasks that require them to generate and hypothesize.	1.1. Administrators	1.1. Classroom observation	1.1.I Observation and Lesson Plans
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
69% of the students in grades 3 rd - 5 th will score Level 3 on the 2013 FCAT Math Test.	In June 2012, 63% of the students scored Level 4 and 5 on the FCAT Math.	In June 2013, 69% of the students will score Levels 4 and 5 on the FCAT Math.					
			1.2. Students lack the ability to effectively use problem solving strategies.	1.2. Provide more strategies, hands-on applications and opportunities for students to apply problem-solving skills in real world situations.	1.2. Administrators, Math Advocate, and Teacher Leaders	1.2. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process, Progress Monitoring and Lesson Plans.	1.2. Lesson Plans, Progress Monitoring & Classroom Walkthrough Logs
			1.3. Providing a variety of methods to differentiated	1.3. Provide training with how to utilize technology to enhance	1.3. Administrators, SIP Chair, and Teacher Leaders	1.3. Administrators will monitor the implementation of	1.3. Lesson Plans & Classroom Walkthrough Logs

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2.1. Lack of time to collaborate among and between grade levels.	2.1 Focused staff development meetings and Administrative Team Meetings. Infuse common core with NGSSS. Implementation/usage of rubrics and learning goals daily.	2.1. Administrators, and Teachers	2.1. Classroom Observation, Progress Monitoring and Lesson Plans	2.1. Lesson Plans, Observation, On-going Progress Monitoring, Data Director
<u>Mathematics Goal #2A:</u> 36% of the students will score Levels 4 and 5 on the 2013 FCAT Math Test.	<u>2012 Current Level of Performance:*</u> 32% of the students scored Level 4 and 5 on the FCAT Math.	<u>2013 Expected Level of Performance:*</u> 36% of the students will score Levels 4 and 5 on the FCAT Math.					
			2.2. Effectively utilizing progress-monitoring data to drive instruction.	2.2 Progress monitor math strands and use results to plan instruction based on student needs.	2.2. Administrators, and Teachers	2.2. Progress Monitoring and Lesson Plans.	2.2. Lesson Plans, Observation, On-going Progress Monitoring, Data Director
							2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3.1. Lack of time to collaborate among and between grade levels.	3.1. Focused staff development meetings and Administrative Team Meetings.	3.1. Administrators, Teacher Leaders and Classroom Teachers	3.1. Administrators will allow time for collaboration at meetings.	3.1. Common Assessments, Progress Monitoring and iObservation
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
72% of the students will make learning gains on the 2013 FCAT Math Test	69% of the students made learning gains on the 2012 FCAT Math Test.	72% of the students will make learning gains on the 2013 FCAT Math Test.					
			3.2. Effectively utilizing progress-monitoring data to drive instruction.	3.2 Disaggregate data and monitor math strands. Utilize the data to make curriculum decisions.	3.2. Administrators, Teachers and Teacher Leaders	3.2. Progress Monitoring and Lesson Plans	3.2. Common Assessments, Progress Monitoring and iObservation
			3A.3. Students lack background knowledge and critical thinking skills.	3A.3. Teachers will use a variety of text complexity questioning and teacher problem solving strategies with rigor.	3A.3. Administrators and Classroom Teachers	3A.3. Progress Monitoring and Lesson Plans	3A.3. Common Assessments, Progress Monitoring and iObservation
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4.1. Not providing remediation in small groups and individualized instruction.	4.1. Provide professional development on how to effectively manage time during math instruction to include small group and individualized instruction.	4.1. Administrators, SIP Chair, and Teacher Leaders	4.1. Administrators will monitor the implementation of this instructional strategy utilizing Observation, and Lesson Plans.	4.1. Common Assessments, Classroom, Assessments, Progress Monitoring
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
65% of the students identified as scoring in the lowest 25%, will make learning gains 2012 FCAT Math Test.	62% of the students identified as scoring in the lowest 25% made learning gains on the 2011 FCAT Math Test.	65% of the students identified as scoring in the lowest 25% will make learning gains on the 2012 FCAT Math Test.					
			4.2. Effectively utilizing progress-monitoring data to drive instruction.	4.2 Disaggregate data and monitor math strands. Utilize the data to make curriculum decisions.	4.2. Administrators, Teachers and Teacher Leaders	4.2. Progress Monitoring and Lesson Plans.	4.2. Common Assessments, Classroom Assessments
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: 82% of white students and 50% of black students will make AYP on the FCAT Math.			5A.1. Continuous training on the NGSSS. White: 82% Black: 50%	5A.1. Students will receive instruction in the core curriculum for at least one hour.	5A.1. Administrative Team Teachers(regular education and ESE)	5A.1. Go! Math Data Director Monthly assessments Progress monitoring Common assessments	5A.1. Common assessments and Progress Monitoring	
	2012 Current Level of Performance:* In June of 2012, 79% of the white students in the white subgroup and 46% of the students in the black subgroup made learning gains in math.	2013 Expected Level of Performance:* In June of 2013, 82% of the students in the white subgroup and 50% of the students in the black subgroup will make learning gains in math. White:						

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	White: 79% Black: 46% Hispanic: N/A Asian: N/A American Indian: N/A	82% Black: 50% Hispanic: N/A Asian: N/A American Indian: N/A					
		5A.2. Insufficient use of data to diagnose and differentiate instruction to bridge the learning gaps.	5A.2. Use progress monitoring meetings (Successmaker, GoMath!, TestMaker and benchmark mastery) to closely evaluate data to determine student needs.	5A.2. Administrators	5A.2. Administrators will monitor the implementation of this instructional strategy utilizing the iObservation, Classroom Assessments and Lesson Plans.	5A.2. Common Assessments, Progress Monitoring Meeting, Data Director, and Classroom Assessments	
		5A.1. Appropriate use of tools in the Go Math! curriculum (manipulatives, technology, re-teach, and center materials)	5A.1. Math Moments (M & Ms) during each staff development (10 min.) to demonstrate multiple uses of math tools at varying grade levels.	5A.1. Administrators and teachers	5A.1. Administrators will monitor the implementation of this instructional strategy utilizing iObservation and Lesson Plans.	5A.1. Lesson Plans & iObservation	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Students' needs aren't being met by interventions.	5E.1. Provide necessary interventions daily to increase student achievement.	5E.1. Administrators and Teacher Leaders	5E.1. Administrators will monitor the implementation of this instructional strategy utilizing the iObservation, Progress Monitoring and Lesson Plans.	5E.1. Lesson Plans, Progress Monitoring, and iObservation.
<u>Mathematics Goal</u> #5E: 51% of Economically Disadvantaged Students will make AYP on the 2012 FCAT Math Test.	<u>2012 Current Level of Performance:*</u> In June of 2012, 47% of the students in the economically disadvantaged subgroup made learning gains in math.	<u>2013 Expected Level of Performance:*</u> In June of 2012, 51% of the students in the economically disadvantaged subgroup will make learning gains in math.					
			5E.2. Continuous training on GoMath! and differentiating instruction (effectively pulling small groups)	5.E.2. Students will receive instruction in the core curriculum for at least one hour.	5.E.2. Administrative Team Teachers(regular education and ESE)	5.E.2. Data Director, monthly assessments/FCAT Test Maker, progress monitoring, and iObservation	5.E.2. Progress Monitoring and Common Assessments

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		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.		
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

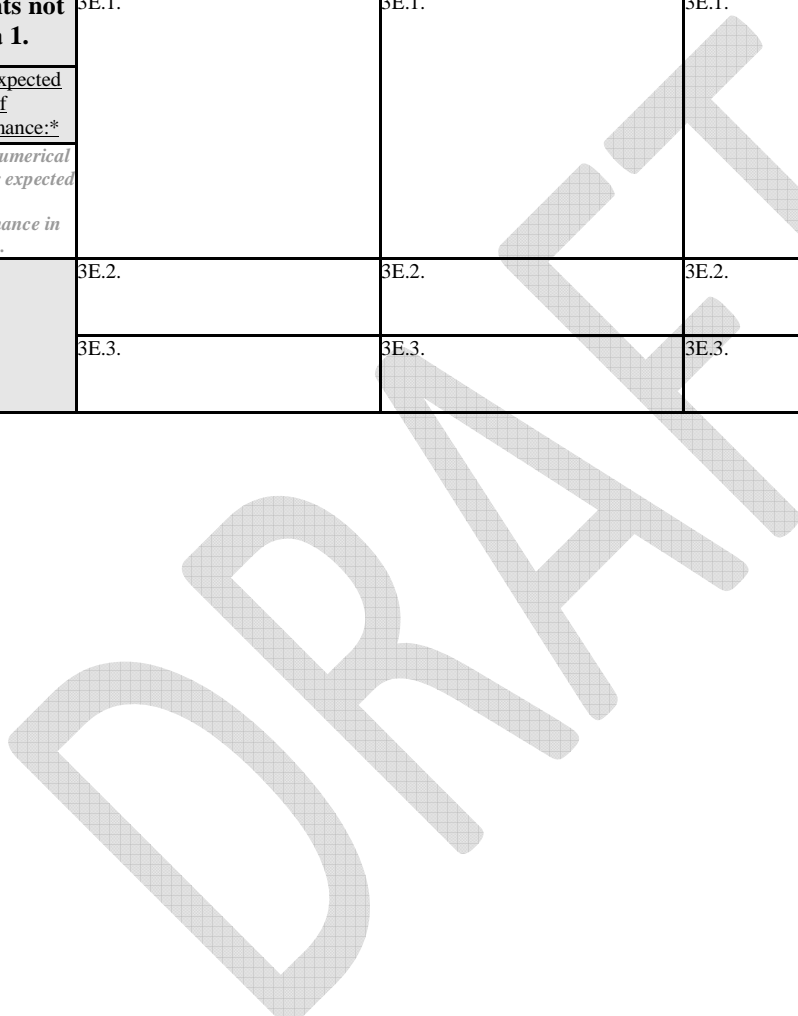
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process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

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

End of Algebra 1 EOC Goals



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

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

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

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

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

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

End of Geometry EOC Goals

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Mathematics Professional Development

August 2012
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 Revised April 29, 2011

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Providing Clear Learning Goals and Rubrics	K-5	Teacher Leader	All teachers	Team Meetings once a month; Once a month faculty meetings	Observation documentation; Teacher Portfolio	Principal/Assistant Principal
Small Group Instruction	K-5	Reading Coach Literacy Leadership Team (LLT)	School-wide	Monthly Staff Development Days	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process, & Progress Monitoring and Lesson Plans.	Administrators & Reading Coach
Differentiated Instruction/Data Driven Instruction	K-5	Reading Coach Literacy Leadership Team (LLT)	School-wide	Monthly Staff Development Days	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process, Progress Monitoring and Lesson Plans.	Administrators & Reading Coach
Remediation/Enrichment Instruction	K-5	Reading Coach Literacy Leadership Team	School-wide	Monthly Staff Development Days	Administrators will monitor the implementation of this instructional strategy	Administrators, SIP Chair & Reading Coach

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		p Team (LLT) Gifted/TA G Teacher			utilizing the Classroom Walk Through process, Progress Monitoring and Lesson Plans.	
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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
65% of the students identified as scoring in the lowest 25% on FCAT Math will make learning gains.	Go Math Series	None	
Plan targeted intervention for students not responding to core. Include supplemental intense interventions.	GoMath	None	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
To increase knowledge and usage of "Think Central" the e-math site for Go Math.	Math Advocate will provide training	None	\$0.00
Utilize technology to foster higher-order thinking questions.	Template to create FCAT practice Tests, SuccessMaker 5, Data Director, GoMath Online Component	Technology	\$1800.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Understanding levels of complexity in mathematics problem solving	Professional Learning Community - time to meet and plan together (subs provided); training from outside facilitator	Title II	\$500
Identify and closely monitor the progress of the lowest 35th percentile consistently, and revise	Instructional Focus Days	General	\$0.00

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instruction and intervention groups as indicated by student progress			
Plan supplemental instruction/interventions for students not responding to core instruction.	Intensive Intervention Training	General	\$0.00
			Subtotal:\$500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1.1.Students lack background knowledge that enable them to look for errors in logic or reasoning	1.1.The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented.	1.1.Principal, Asst. Principal or designee	1.1. iObservation of students using strategies; lesson plans that support the use of strategies	1.1. iObservation; classroom walkthroughs; examination of evidence provided by teacher
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
31% of the students in 5th grade will be proficient in science on the 2013 FCAT Science Test.	In June of 2013, 35% of the students scored at proficiency.	In June of 2012, 31% of the students will score at proficiency.					
			1.2. Provide interventions with fidelity to students that match their instructional needs.	1.2. Develop an Instructional Focus Calendar for Science Mini-lessons assessments Utilize the continuous	1.2. Administrative Team Teachers(regular education and ESE)	1.2. Monthly assessments/FCAT Test Maker Progress monitoring Fusion Assessments	1.2. Common assessments (80% mastery) Progress monitoring

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			improvement model.				
			1.3. Making science content relevant to real world application.	1.3. Provide grade-level specific professional development.	1.3. Grade Level Science Committee Representatives.	1.3. Administrators will monitor the implementation of this instructional strategy utilizing the iObservation and Lesson Plans.	1.3. Lesson Plans & iObservation
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Science Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

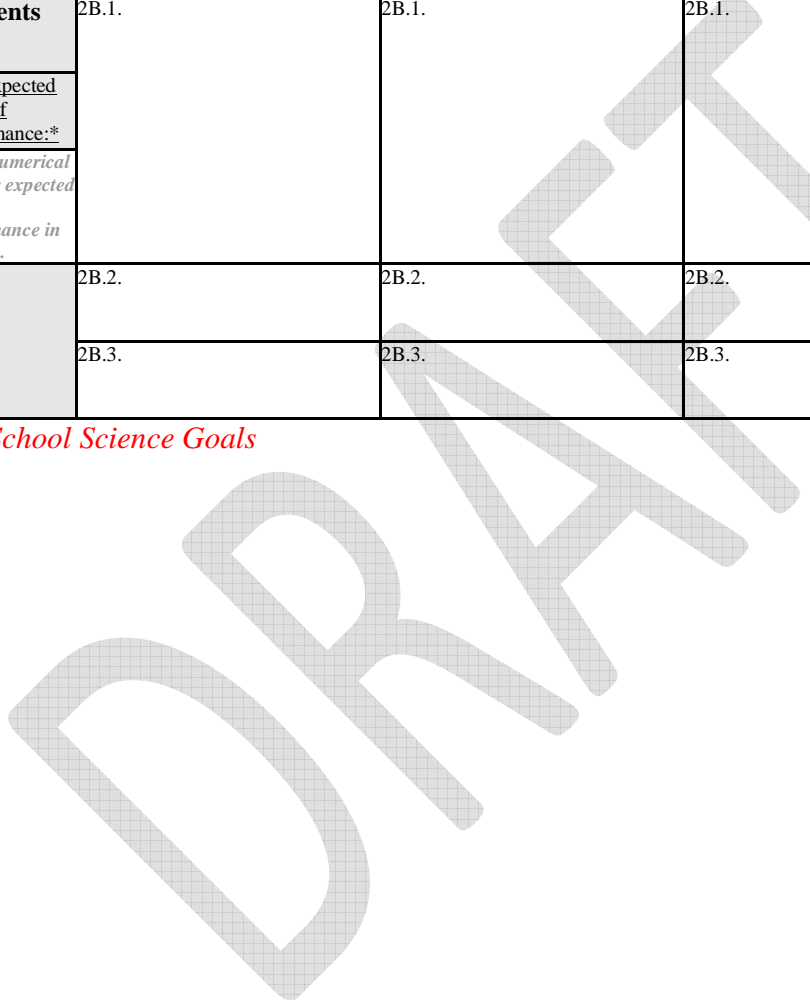
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2.1. Instructional rigor throughout grade levels is at the basic level.	2.1. Provide professional development on experiential learning experiences.	2.1 Administrators, Science Advocate and Teacher Leaders	2.1 Administrators will monitor the implementation of this instructional strategy utilizing the classroom walk through process and Lesson Plans.	2.1 Lesson Plans & iObservation.
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
24% of the students in 5th grade will be proficient in science on the 2012 FCAT Science Test.	18% of 5 th grade students scored Level 4 and 5 on the FCAT Science.	24% of 5 th grade students will score Levels 4 and 5 on the FCAT Science.					
			2.2. Intensify the science instruction.	2.2. Provide weekly systematic hands-on science instruction across all grade levels.	2.2. Classroom Teachers and Teacher Leaders	2.2. Administrators will monitor the implementation of this instructional strategy utilizing the iObservation and Lesson Plans.	2.2. Lesson Plans & Classroom iObservation FCAT TestMaker
			2.3. Lack of understanding of research-based best practices for science education.	2.3. Professional Development in GEMS, AIMS, new adopted science curriculum and other research-based programs.	2.3. Administrators & Science Advocate.	2.3. Administrators will monitor the implementation of this instructional strategy utilizing the iObservation, Lesson Plans and common	2.3. Lesson Plans, iObservation and Common Assessments

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					assessments.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals



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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development in GEMS	K-5	Science Advocate Science Committee	School-wide	Quarterly Staff Development Days	Classroom Observations, Lesson Plans, Progress Monitoring	Administrators & Science Advocate
Professional Development in AIMS	K-5	Science Advocate Science Committee	School-wide	Quarterly Staff Development Days	Classroom Observations, Lesson Plans, Progress Monitoring	Administrators & Science Advocate
Professional Development in Higher Order Questioning	K-5 K-5	Science Advocate Science Committee	School-wide School - Wide	Quarterly Staff Development Days Quarterly Staff Devl	Classroom Observations, Lesson Plans, Progress Monitoring	Administrators & Science Advocate

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
51% of 5 th grade students will score Level 3 and above on the FCAT Science.	SRA Snapshots	20% of EDEP Funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers develop skills that enable students to examine their own reasoning or logic of information	Training on skill; lesson study	Title II/ STEM	\$2000
Professional Development in GEMS, AIMS, and Higher Order Questioning	Science Advocate and Science Committee	None	\$0.00
Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Intensive Interventions	None	\$0.00
			Subtotal: \$2000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1.1. Lack of consistency across curriculum.	1.1. Devise a writing plan that will be implemented across grade levels to create continuity and consistency.	1.1. Administrators, Teacher Leaders & Writing Committee	1.1. Administrators will monitor the implementation of this instructional strategy utilizing iObservation, Write Score, Writes Upon request and Rick Shelton Writing Strategies.	1.1. Common Assessments and Progress Monitoring
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
85% of 4 th grade students will score 3.0 or higher on the 2013 FCAT Writing Test.	In June of 2011, 82% of 4 th grade students scored 3.0 or higher on the 2012 FCAT Writing Test.	In June of 2012, 85% of 4 th grade students will score 3.0 or higher on the 2013 FCAT Writing Test.					
			1.2. Instructional rigor and creativity throughout the grade level.	1.2. Create alternative writing activities that encourage the development, nurturing, and enhancement of writing skills.	1.2. Administrators, Teacher Leaders & Writing Committee	1.2. iObservation, Lesson Plans, Write Score, Writes Upon Request and FCAT TestMaker	1.2. Commons Assessments and Progress Monitoring
			1.3. Lack of motivation.	1.3. Provide students with writing incentives and initiatives that help to increase student interest.	1.3. Administrators, Teacher Leaders & Writing Committee	1.3. iObservation, Lesson Plans, Write Score, Writes Upon Request and FCAT TestMaker	1.3. Commons Assessments and Progress Monitoring

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1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development in research based writing programs.	K-5	Writing Committee	School-wide	Quarterly Staff Development Days	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans.	Administrators & Writing Committee
Strategies for Teaching Writing	3rd-5th	Liz Greenberg	3rd – 5th grade writing teachers	September 2012 – ongoing meetings	Lesson Plans, Classroom visits and progress monitoring meetings.	Principal and Assistant Principal
Rick Shelton	4 th Grade	Rick Shelton	4 th Grade Teachers	Sept. 2012/ Jan. 2013	Lesson Plans, Classroom visits and progress monitoring meetings.	Administrators/4 th Grade Tchrs

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
85% of 4 th grade students will score 3.0 or higher on the 2012 FCAT Writing Test.	Kathy Robinson, Rick Shelton, Write Score, FCAT TestMaker, Six Traits of Writing.	20% of EDEP Funds	\$3,750.00
			Subtotal:\$3,750.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Enhance student proficiency through incorporating technology in classroom instruction.	Promethean Boards	PTA and 20% of EDEP Funds	\$0.00

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development in research based writing programs.	Writing Committee and previously trained teachers.	None	None
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1 Lack of understanding the impact attendance has on student achievement	1.1 The students with excessive absences will be referred to the intervention team to have an attendance plan developed.	1.1 Administrative Team Teachers(regular education and ESE) Attendance Secretary	1.1 Quarterly awards for students with perfect attendance	1.1 Review attendance in Genesis Red Schoolhouse, Auto-Dialer and report cards.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
In grades Kng-5 th : 98% of the students will attend school in the 2012-2013 school year.	96%	98%					
	833	851					
An additional goal for the 2012-2013 school year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5%.	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	13%	10%					
	11	8					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	31%	25%					
	26	19					
			1.2 Lack of understanding the impact attendance has on student achievement	1.2 Educate parents through extended parent conference night (parent/teacher conferences) about the impact of school attendance on student achievement. Attendance correspondences through Open House, SAC,	1.2 Administrative Team Teachers(regular education and ESE) Attendance Secretary	1.2 Analyze attendance weekly through Genesis Red Schoolhouse.	1.2 Review attendance in Genesis Red Schoolhouse, Auto-Dialer and report cards.

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			PTO, newsletters, school website, list serv, phone messages and District Intervention Office. We will also conduct home visits.			
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development in Attendance Policy and Procedures	Pre-Kng. – 5th	Administrators	School-wide	August 2011 – on-going monthly meetings	Administrators will monitor attendance and tardies for all students	Principal and Assistant Principal

Attendance Budget (Insert rows as needed)

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

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	Subtotal:
	Total:

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			Lack of social skills to handle conflict resolution accordingly.	1.1 School-wide Positive Behavior Support	1.1 Administrative Team Teachers(regular education and ESE) RtI Team	1.1 Review discipline data at PBS meetings and track disciplinary progress.	1.1 Educator’s Handbook
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
Students receiving in-school and out of-school suspensions will decrease by 10%.	10 1%	8 1%					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	10 1%	8 1%					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	10 1%	8 1%					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	10 1%	8 1%					
			1.2 Parental Support and students having clear expectations of appropriate behavior.	1.2 School-wide rules. Celebrate positive behavior. Model expected positive behavior.	1.2 Administrative Team Teachers(regular education and ESE) RtI Team	1.2 Look at data in Educator’s Handbook and Genesis to monitor the number of classroom referrals that are written quarterly.	1.2 Educator’s Handbook

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		Teachers will teach from bell to bell.			
		Manage conflicts calmly.			
		1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Educator’s Handbook	Pre-Kng. – 5th	McIntosh	Pre-Kng. – 5th grade teachers	August 2012 - ongoing	Train teachers in Educator’s Handbook	Principal and Assistant Principal
Positive Behavior Support	Pre-kng. – 5th	District and PBS Team	Pre-Kng. – 5th grade teachers	Training – September 20, 2012 Bi-weekly PBS team and grade level meetings Monthly District meetings	Working with teachers on classroom management, progress monitoring meetings, and discipline data	Principal and Assistant Principal

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1	1.1	1.1	1.1
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Work related issues.	Develop methods to clearly communicate with parents, including: simplified report cards, regular updates on students' grades, quick return of test results, email correspondences, return phone calls, positive note home, and weekly progress reports.	1.1. Administration & PTA Organization Officers	Increase in communication and involvement from parents. Parent Involvement Notebook and sign-in sheets	Increase in parental involvement
In the 2012-2013 school year, parental involvement will increase by 5%.	85%	90%					
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.2.	1.2.	1.2.	1.2.	1.2.
			Lack of Communication.				
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Extended Curriculum Night	K – 5	Principal and Assistant Principal	Parents, teachers, staff, and students	January 2013	Monitor the level of parental involvement in school-wide functions and the progression of student achievement	Principal and Assistant Principal
Donuts for Dads	K – 5	Principal and Assistant Principal	Parents, teachers, staff, and students	November 2012	Monitor the level of parental involvement in school-wide functions and the progression of student achievement	Principal and Assistant Principal
Muffins for Moms	K – 5	Principal and Assistant Principal	Parents, teachers, staff, and students	March 2013	Monitor the level of parental involvement in school-wide functions and the progression of student achievement	Principal and Assistant Principal

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of CTE Goal(s)

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Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$8,500.00
CELLA Budget	Total:
Mathematics Budget	Total: \$2,300.00
Science Budget	Total: \$2,500.00
Writing Budget	Total: \$3,750.00
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$17,050.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.

Scheduled Meetings: Tuesday, September 11th, Tuesday, November 6th, Tuesday, January 8th, Tuesday, March 5th, Tuesday, May 7th.
All meetings will be start at 5:30pm in the media center. The SAC committee will participate in the development of educational priorities, assessment of a school's needs, and identification of local resources.

Describe the projected use of SAC funds.

Amount

DRAFT