

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: Magnolia School	District Name: Orange county Public Schools
Principal: W. Thomas Oldroyd	Superintendent: Dr. Barbara Jenkins
SAC Chair: Susan Best and Helen Zimmerman	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	W. Thomas Oldroyd	Degrees: Bachelors in Psychology, Master’s in Education, Masters in Psychology Certifications: School Principal (all levels), Psychology (6- 12), Business Education (6-12)	18	14	FAA Data
Assistant Principal	Wendy K. Lee	Degrees: Bachelors in Business Administration, Master’s in Business Administration Specialist in Educational Leadership	4	4	

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		<p>Certifications: Educational Leadership (all levels), ESOL K-12, English 6-12, ESE K-12, Reading Endorsement</p>			
Assistant Principal	Denise Calio	<p>Degrees: Bachelors in S Science/Hospitality Law, Masters in Business Administration, Specialist in Exceptional Education</p> <p>Certifications: Educational Leadership (all levels), ESE K-12, Reading Endorsed, Elementary Education, Pre k-Primary</p>	8	3	

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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	Alida Hicks	Degree: Bachelors in Elementary Education with a minor in Special Education Certifications: ESE K-12	7	1	FAA Data
Math	Lisa Rodenberry	Degree: Bachelor of Arts in Business Administration Certifications: ESE K-12, Middles Grades Integrated Curriculum grades 5-9	7	1	n/a
Science	Lisa Rodenberry	Degree: Bachelor of Arts in Business Administration Certifications: ESE K-12, Middles Grades Integrated Curriculum grades 5-9	7	1	n/a

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. OCPS e-recruiting	Principal /Personnel Specialist	On-going
2. Professional Learning Communities (PLC)	Assistant Principal	On-going
3. Mentor for new teachers to school	CRT's	On-going
4. Lesson study	Administrative Team	On-going
5. New Teacher Induction/Orientation Program	Admin Team, CRT's	On-going
6. Behavior Tools	Admin Team, Behavior Team	On-going

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%	n/a

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	2.2%	27%	50%	20%	22%	93%	4.5%	9%	9%

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
Alida Hicks	Dora Linos	Mentee is assigned to a class with ASD students and mentor has prior Experience with ASD students and knowledge of Appropriate curriculum	Monthly new teacher induction meetings with mentors. Face to face support as needed.
Lisa Rodenberry	Rebecca Robertson	Mentee is assigned to a class with IND students and mentor has prior experience with this population and knowledge of Appropriate curriculum	Monthly new teacher induction meetings with mentors. Face to face support as needed.
Elizabeth Addeo-Herold	Beth Romans	Mentee is assigned to a class with IND students and mentor has prior experience with this population and knowledge of Appropriate curriculum	Monthly new teacher induction meetings with mentors. Face to face support as needed

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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 Inclusion of the guidance counselor to ensure students have appropriate courses and credits, Inclusion of a Reading coach to work individually with the students on communication and reading in the classroom, Inclusion of an office clerk to help provide ongoing data in the area of attendance, parent involvement, and behavior strategies they can use in the home. Parent Connect Meetings to provide individual support to parents with community resources available to them.
Title I, Part C- Migrant n/a
Title I, Part D n/a
Title II n/a
Title III The district provides trainings, materials and support services to enhance the learning opportunities for the ELL students. Currently Magnolia has 6 LEP students and an additional 5 students on 2 year monitoring.
Title X- Homeless n/a
Supplemental Academic Instruction (SAI) n/a
Violence Prevention Programs n/a
Nutrition Programs Local School Wellness Policy School Implementation Plan (Committee meets monthly at the school)
Housing Programs n/a
Head Start n/a
Adult Education n/a
Career and Technical Education n/a
Job Training Students in the post graduate program receive curriculum that individually addresses student transition from school to working in the community. Community based Vocational Education Program provided relevant and appropriate work experience at each student's ability. It is the intent of the Post Graduate program to have post school options for every student exiting Magnolia School.
Other

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

School-Based MTSS/RTI Team
<p>Identify the school-based MTSS leadership team. W Thomas Oldroyd – Principal Wendy Lee – Assistant Principal Denise Calio – Assistant Principal John Barnett – MTSS/RTI-B Coach/Staffing Specialist Alida Hicks – Reading Coach/CRT Lisa Rodenberry – Match/Science Coach/CRT Alia Lee - Staffing Specialist Elizabeth Addeo-Herold – Administrative Dean Cynthia Hughes – Social Worker Kimberly Bagley – Behavior Analyst</p>
<p>Describe how the school-based MTSS leadership team/RTI-B Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Review all formal plans at least monthly and report progress at bi monthly meetings, Review progress monitoring data at the individual student level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks (bimonthly). Based on the above information, the team will identify professional development (Behavior Tools/PCMA) and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Members of the behavior team, Administrative team and CRT’s will work together to document classroom training for individual staff members. The leadership team will also facilitate the process of increasing infrastructure and making decisions about implementation.</p>
<p>Describe the role of the school-based MTSS leadership team/RTI-B Team in the development and implementation of the school improvement plan (SIP). Describe how the RTI problem-solving process is used in developing and implementing the SIP? The MTSS/RTI-B Leadership Team meets weekly (through Behavior Meetings or Admin/Resource Meetings to provide input on the School Improvement Plan. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; and positive supports that need to be developed. Develop monthly focus calendars for all IND Classrooms (Rigor, Relevance, and Relationship); Formal and Informal classroom observations provide feedback to teachers on scientifically based instructional strategies; Written Protocols were developed to help staff with student behavior.</p>
MTSS Implementation
<p>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 - FAA Results; Monthly Progress Monitoring (in the areas of Reading and Mathematics); Student Academic and Behavior Graphs (IEP Data),and Student Behavior Data from SMS</p>
<p>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 in PLCs. PD session entitled: “MTSS/RTI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving MTSS/RTI” will take place in mid-August (Preplanning). The RTI team will also evaluate additional staff PD needs during the weekly MTSS/RTI Leadership Team meetings. During Staff meetings data will be shared on student progress school wide (Transportation, Formal Plans, etc.) Each teacher will develop tiered intervention model for the classroom and for each individual student. Behavior tools will be used to address the behavioral component. Giving teachers strategies to reinforce and motivate students with proactively.</p>
<p>Describe the plan to support MTSS. Our Multi-tier support system is a service model integrated in instruction and behavior where levels of interventions are incorporated to meet the needs of all learners, at all levels, and all ranges from whole group, to more individualized support, based on student needs. Teachers use the progressive models from the FAA that includes supported, participatory and independent, combined with the RTI tiers for behavior that include an FBA, social skills plan, and a formal plan. The tiers used in the continuum represent the increasingly intense interventions that support increased levels of student support. The fidelity of MTSS is monitored by graphing and charting data into visual displays, the delivery of instruction, and oversight of the implementation of which screening and monitoring progress is completed.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). W Thomas Oldroyd – Principal Wendy Lee – Assistant Principal Denise Calio – Assistant Principal Alida Hicks – Reading Coach/CRT Tammy Woodall – Speech Therapist Cynthia Tuck – VE Teacher Mary Douberley – Gifted Resource Teacher Arleene Garcia Rivera – Profoundly Handicapped Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly to develop strategies and activities to support literacy across the campus and in all content area courses.
What will be the major initiatives of the LLT this year? Major initiatives of the LLT this year include incorporating quarterly themes for all groups, coordinating quarterly theme days, and developing monthly vocabulary words with sign language and pictorial support.

Public School Choice

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

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

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

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

Provide small group instruction, provide intensive behavior supports (according to IEPs), provide daily communication to parents about student success and areas of needed parental support, develop individual MTSS/RTI plans for each student outlining individual needs and interventions

****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?

Teaching strategies are monitored using the Classroom Walkthrough (CWT) tool. Administration reviews lesson plans weekly and provide feedback to teachers as needed. Professional Development (PD) in reading strategies is provided to all teachers on PD Wednesdays and during Professional Learning Community (PLC) meetings. Administration attends PLC meetings and provides weekly feedback to teachers. Teacher IPDP reflect PD in the area of reading strategies and teachers also have access to PD360 and are encouraged to participate in ongoing PD via this medium.

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**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?

Teachers develop lesson plans that integrate reading, math, and science concepts and make connections across subject areas during instruction. Secondary students participate in Career Education and students in our Bridges program participate in Self Determination Skills and Preparation for Post School Adult Living. Secondary students also participate in Curriculum Based Vocational Education (CBVE) and Community Based Instruction (CBI) which allows them make connections between what they learn and practice in school and future work opportunities.

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?

Students complete the EPEP in the 8th grade with input from the student, parent/guardian, and the teacher. Courses are selected which meet state requirements and which also allow opportunity for students to engage in meaningful and relevant learning experiences. Students in grades 9-12 are allowed to participate in their IEP meetings and provide input on their post school/transition IEP goals as much as possible.

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](#).

n/a - School does not receive a High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Reading Goal #1A:			N/A	N/A	N/A	N/A	N/A
N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1A.2. N/A	1A.2. N/A	1A.2. N/A	1A.2. N/A	1A.2. N/A
			1A.3. N/A	1A.3. N/A	1A.3. N/A	1A.3. N/A	1A.3. N/A
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.Barriers to meeting this goal include:	1B.1.Strategies to overcome these barriers include:	1B.1.Person(s) responsible for monitoring:	1B.1.Process used to monitor effectiveness:	1B.1.Evaluation tools include:
Reading Goal #1B:			Student's limited cognitive ability levels and ongoing medical needs	Systematic instruction in accordance with Marzano best practices utilizing the evidenced based program of Unique Learning System reinforced with supplemental instructional materials, coupled with frequent progress monitoring and employing the following strategies: "Repetition, Rehearsal, Review," errorless teaching, Choral reading and responding, frequent and relevant reinforcement.	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
By June 2013, 11% or more of the students will score at level 4, 5, or 6 on the Florida Alternate Assessment (FAA) data.							
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	8% of the students scored at level 4, 5, and 6.	11% of the students will score at level 4, 5, and 6.					
			1B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	1B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	1B.2. Administration and behavior team which includes site based behavior analyst	1B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	1B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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			1B.3. Limited receptive and expressive communication. Communication Specialist will focus on increasing students communication skills	1B.3. Communication specialist will focus on increasing students communication skills.	1B.3. Administration, Curriculum resource teachers and communication specialist	1B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	1B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, PLC meetings, restraint reports, discipline referrals and MPM
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. N/A	2A.1. N/A	2A.1. N/A	2A.1. N/A	2A.1. N/A
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
			2A.2. N/A	2A.2. N/A	2A.2. N/A	2A.2. N/A	2A.2. N/A
			2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Barriers included: Student's cognitive ability levels and ongoing medical needs	2B.1. Strategies to overcome these barriers include: Systematic instruction in accordance with Marzano best practices utilizing the evidenced based program of Unique Learning System coupled with frequent progress monitoring and employing the following strategies: Choral reading and responding, Accelerated Reading program, Individual work systems with meaningful work and peer collaboration.	2B.1. Person(s) responsible for monitoring: Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	2B.1. Process used to monitor effectiveness: Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	2B.1. Evaluation tools include: Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By June 2013, 17% or more of the students will score at level 4, 5, or 6 on the Florida Alternate Assessment (FAA) data.</i>	10%	13%					
			2B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	2B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	2B.2. Administration and behavior team which includes site based behavior analyst	2B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	2B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2B.3. Limited receptive and expressive communication skills	2B.3. Communication specialist will focus on increasing students communication skills.	2B.3. Administration, Curriculum resource teachers and communication specialist	2B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and	2B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC

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					communication.	meetings, restraint reporting, discipline referrals and monthly progress monitoring
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Reading Goal #3A: <i>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>	N/A	N/A	N/A	N/A	N/A
			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 reading.			3B.1. Barriers included:	3B.1.Strategies to overcome these barriers include:	3B.1.Person(s) responsible for monitoring:	3B.1.Process used to monitor effectiveness:	3B.1.Evaluation tools include:
Reading Goal #3B: <i>Based on the comparison of 2011and 2012 FAA data, 55% of the students will make learning gains in the area of reading.</i>	2012 Current Level of Performance:* 52%	2013 Expected Level of Performance:* 55%	Student's cognitive ability levels and ongoing medical needs	Systematic instruction in accordance with Marzano best practices utilizing the evidenced based program of Unique Learning System reinforced with supplemental instructional materials, coupled with frequent progress monitoring and employing the following strategies: errorless teaching, discrete trials, incidental teaching, prompting hierarchy, and leveled readers.	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			3B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	3B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	3B.2. Administration and behavior team which includes site based behavior analyst	3B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	3B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			3B.3. Limited receptive and expressive communication skills	3B.3. Communication specialist will focus on increasing students communication skills.	3B.3. Administration, Curriculum resource teachers and communication specialist	3B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	3B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly

						progress monitoring
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Reading Goal #4A: <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>	N/A	N/A	N/A	N/A	N/A
			4A.2. N/A	4A.2. N/A	4A.2. N/A	4A.2. N/A	4A.2. N/A
			4A.3. N/A	4A.3. N/A	4A.3. N/A	4A.3. N/A	4A.3. N/A
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1. Barriers included:	4B.1.Strategies to overcome these barriers include:	4B.1.Person(s) responsible for monitoring:	4B.1.Process used to monitor effectiveness:	4B.1.Evaluation tools include:
Reading Goal #4B: <i>By June 2013, 22% of the students in the lowest 25% will make learning gains in the area of reading.</i>	2012 Current Level of Performance:* 19%	2013 Expected Level of Performance:* 22%	Student's cognitive ability levels and intensive level of medical needs which include frequent seizures, hospitalizations and lost knowledge.	Systematic instruction in accordance with Marzano best practices utilizing the evidenced based program of Unique Learning System reinforced with supplemental instructional materials, coupled with frequent progress monitoring and employing the following strategies: errorless teaching, discrete trials, incidental teaching, prompting hierarchy, and leveled readers.	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			4B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	4B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	4B.2. Administration and behavior team which includes site based behavior analyst	4B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	4B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			4B.3. Limited receptive and expressive communication skills	4B.3. Communication specialist will focus on increasing students communication skills.	4B.3. Administration, Curriculum resource teachers and communication specialist	4B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	4B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011								
	Reading Goal #5A: N/A		n/a	n/a	n/a	n/a	n/a	n/a	
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: N/A		5B.1. White: Black: Hispanic: Asian: American Indian: n/a	5B.1. n/a	5B.1. n/a	5B.1. n/a	5B.1. n/a		
	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>						
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:							
		5B.2.	n/a	5B.2.	n/a	5B.2.	n/a	5B.2.	n/a
		5B.3.	n/a	5B.3.	n/a	5B.3.	n/a	5B.3.	n/a

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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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	5C.2. N/A						
5C.3. N/A		5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	
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. Barriers included:	5D.1.Strategies to overcome these barriers include:	5D.1.Person(s) responsible for monitoring:	5D.1.Process used to monitor effectiveness:	5D.1.Evaluation tools include:
Reading Goal #5D: <i>By June 2013, 37% or more of the students will score at level 4, 5, or 6 on the Florida Alternate Assessment (FAA) data.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student's cognitive ability levels and ongoing medical needs	Systematic instruction in accordance with Marzano best practices utilizing the evidenced based program of Unique Learning System reinforced with supplemental instructional materials, coupled with frequent progress monitoring and employing the following strategies: errorless teaching, discrete trials, incidental teaching, prompting hierarchy, and leveled readers.	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
	34%	37%					
	5D.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.						
5D.3. Limited receptive and expressive communication skills		5D.3. Communication specialist will focus on increasing students communication skills.	5D.3. Administration, Curriculum resource teachers and communication specialist	5D.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	5D.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly		

						progress monitoring
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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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5E.2. N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A
			5E.3. N/A	5E.3. N/A	5E.3. N/A	5E.3. N/A	5E.3. N/A

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
School wide use of the Unique Learning System as the core. PLC Common lesson Planning/sharing	k-12	CRT's	School-wide	8/13/2012 preplanning training, weekly PLC meetings, Monthly team leader meetings	1:1 meeting with teacher, MPM	CRT/ Administration, autism instructional support coach
Supplemental PCI reading	9-12/Reading	PDS Online, ESE department at ELC, CRTs, Administration	9-12, PLC	8/14/2012 preplanning training, weekly PLC meetings, Monthly team leader meetings	1:1 meeting with teacher, MPM	CRT/ Administration, Reading Coach, autism instructional support coach
Supplemental Reading: Environmental Print and ELSB	6-8 and 9-12 utilizing environmental print for reading and K-5 utilize ELSB	CRT's and Autism support instructional support, PDS online	Reading 6-8, 9-12 and ELSB reading k-5	8/14/2012 preplanning training, weekly PLC meetings, Monthly team leader meetings	1:1 meeting with teacher, MPM	CRT/ Administration, Reading Coach, autism instructional support coach
Communication Boards, Accelerated reader and FAA training	k-12	CRT's, speech therapists, autism instructional support coach, district office, media specialist	Instructional staff, assessment coordinator and administration	11/11 for communication boards 8/17/2011 preplanning, weekly PLC meetings, Monthly team leader meetings	1:1 meeting with teacher, MPM	CRT/ Administration, Reading Coach, autism instructional support coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Appropriate Research Based Core Curriculum for all grade and ability levels supported by supplemental interventions/materials matched to RTI framework	Unique Learning System Curriculum (all bands), News-2-You, PCI Reading, ELSB, Environmental Print,	School Budget	\$30,000.00
			Subtotal: \$30,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Research based technology programs that are grade and ability level appropriate to allow students equal opportunities as their non-disabled peers	Discovery Education, Renaissance Place, ULS, Board maker, Symbolist, writing with symbols, my own bookshelf	School Budget	\$10,000.00
			Subtotal: \$10,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide training to teachers during Professional Development Wednesdays, during Professional Learning Community meetings, and support teachers attending District trainings (face to face/online)	PD Wednesday, PLC meetings, PD 360, OCPS trainings, FDLRS, PDS online trainings	n/a	0
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$40,000
			Total: \$40,000

End of Reading Goals

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. CELLA Goal #1: <i>Based on the 2012 CELLA data, 10% of the students will score proficient in listening and speaking.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1. Student's limited cognitive ability levels and ongoing medical needs.	1.1. Professional development in instructional best practices and strategies for ELL students.	1.1. ESOL Compliance Teachers CRT Administration	1.1. Data analysis through PLC teams and Ongoing Progress Monitoring	1.1. CELLA Assessment, IEP data in the areas of academic, social emotional and communication. Weekly PLC meetings, monthly progress monitoring.
	2012 Current Percent of Students Proficient in Listening and Speaking is 0%.	1.2. n/a	1.2. n/a	1.2. n/a	1.2. n/a	1.2. n/a
		1.3. n/a	1.3. n/a	1.3. n/a	1.3. n/a	1.3. n/a
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. CELLA Goal #2: <i>Based on the 2012 CELLA data, 10% of the students will score proficient in listening and speaking.</i>	2012 Current Percent of Students Proficient in Reading:	2.1. Student's limited cognitive ability levels and ongoing medical needs.	2.1. Professional development in instructional best practices and strategies for ELL students.	2.1. ESOL Compliance Teachers CRT Administration	2.1. Bi-weekly MTSS/ RTI meetings with CRT's and Communication Specialist to address academic interventions and communication.	2.1. CELLA Assessment, IEP data in the areas of academic, social emotional and communication. Weekly PLC meetings, 3 times a year Benchmarking testing progress monitoring.
	2012 Current Percent of Students Proficient in Listening and Speaking is 0%.	2.1. n/a	2.1. n/a	2.1. n/a	2.1. n/a	2.1. n/a
		2.1. n/a	2.1. n/a	2.1. n/a	2.1. n/a	2.1. n/a

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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>Based on the 2012 CELLA data, 10% of the students will score proficient in listening and speaking.</i>	2012 Current Percent of Students Proficient in Writing :	Intensive Behaviors including physical and verbal aggression impede student's ability to be successful.	Professional development in instructional best practices and strategies for ELL students.	ESOL Compliance Teachers CRT Administration	Bi-weekly MTSS/ RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies.	CELLA Assessment, IEP data in the areas of academic, social emotional and communication. Weekly PLC meetings, 3 times a year Benchmarking testing progress monitoring.
	2012 Current Percent of Students Proficient in Listening and Speaking is 0%.					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A
		2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A

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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
n/a			
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total:\$0

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>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>	n/a	n/a	n/a	n/a	n/a
			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. Barriers to meeting this goal include:	1B.1. Strategies to overcome these barriers include:	1B.1. Person(s) responsible for monitoring:	1B.1. Process used to monitor effectiveness:	1B.1. Evaluation tools include:
Mathematics Goal #1B: <i>By June 2013, Florida Alternate Assessment (FAA) data, 8% of the students will score at levels 4, 5, or 6.</i>	2012 Current Level of Performance:* 5%	2013 Expected Level of Performance:* 8%	Student’s limited cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions for identified bubble students 1, 2, and 3.	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1B.2. Intensive behaviors which include physical and verbal aggression impede student’s ability to be successful.	1B.2. School-wide staff professional development in “behavior tools” (proactive behavior intervention). Reinforce schedule for each student to motivate student and content chunking	1B.2. Administration and behavior team which includes site based behavior analyst	1B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	1B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1B.3. Limited receptive and expressive communication skills	1B.3. Communication specialist will focus on increasing students communication skills. Picture schedules and alternative ways to communicate will increase opportunities for engagement.	1B.3. Administration, Curriculum resource teachers and communication specialist	1B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	1B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, PLC meetings, restraint reports, discipline referrals and MPM

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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>	n/a	n/a	n/a	n/a	n/a
			2A.2. n/a	2A.2. n/a	2A.2. n/a	2A.2. n/a	2A.2. n/a
			2A.3. n/a	2A.3. n/a	2A.3. n/a	2A.3. n/a	2A.3. n/a
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Barriers included:	2B.1. Strategies to overcome these barriers include:	2B.1. Person(s) responsible for monitoring:	2B.1. Process used to monitor effectiveness:	2B.1. Evaluation tools include:
Mathematics Goal #2B: <i>By June 2013, 15% of the students will score at level 7 or higher on the FAA.</i>	2012 Current Level of Performance:* 12%	2013 Expected Level of Performance:* 15%	Student's cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions. Identify students on level 6 targeted for growth. Increase access point instruction to include supported and independent levels.	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	2B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention). Tasks will be chunked and will include real hands on activities.	2B.2. Administration and behavior team which includes site based behavior analyst	2B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	2B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2B.3. Limited receptive and expressive communication skills	2B.3. Communication specialist will focus on increasing students communication skills. Data based decisions and weekly PLC meetings to identify barriers for growth.	2B.3. Administration, Curriculum resource teachers and communication specialist	2B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	2B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	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>	n/a	n/a	n/a	n/a	n/a
			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. Barriers included:	3B.1. Strategies to overcome these barriers include:	3B.1. Person(s) responsible for monitoring:	3B.1. Process used to monitor effectiveness:	3B.1. Evaluation tools include:
Mathematics Goal #3B: <i>Based on a comparison of 2011 FAA data and 2012 FAA data, 12% of the students will increase or maintain levels 4, 5, or 6.</i>	2012 Current Level of Performance:* 9%	2013 Expected Level of Performance:* 12%	Student's cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions. Utilize all accommodations to allow students to access the curriculum.	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			3B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	3B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention). Differentiated instruction, content chunking, manipulations and real world connections.	3B.2. Administration and behavior team which includes site based behavior analyst	3B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	3B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			3B.3. Limited receptive and expressive communication skills	3B.3. Communication specialist will focus on increasing students communication skills. Basic picture math, increased use of technology through the interactive whit board and interactive boardmaker.	3B.3. Administration, Curriculum resource teachers and communication specialist	3B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication	3B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	n/a	n/a	n/a	n/a	n/a
<i>Enter narrative for the goal in this box.</i>							
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1. Barriers included: Student's cognitive ability levels and intensive level of medical needs which include frequent seizures, hospitalizations and lost knowledge.	4B.1. Strategies to overcome these barriers include: Academic lab (1:1) instruction and tier level interventions. Access points tied to real world examples and life skilled related math.	4B.1. Person(s) responsible for monitoring Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	4B.1. Process used to monitor effectiveness: Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	4B.1. Evaluation tools include: Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
Mathematics Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By June 2013, 17 % of the students in the lowest 25% will make learning gains in the area of Math.</i>							
			4B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	4B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention). Differentiated instruction, content chunking, manipulations and real world connections. Timers and picture schedules to assist with transition.	4B.2. Administration and behavior team which includes site based behavior analyst	4B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	4B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			4B.3. Limited receptive and expressive communication skills	4B.3. Communication specialist will focus on increasing students communication skills. Basic picture math, increased use of technology through the interactive white board and interactive boardmaker.	4B.3. Administration, Curriculum resource teachers and communication specialist	4B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	4B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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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		N/A	N/A	N/A	N/A	N/A	N/A
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>	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.1. White: Black: Hispanic: Asian: American Indian: n/a	5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A	
			5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	
		5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A		

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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:*	2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
			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. Barriers included:	5D.1. Strategies to overcome these barriers include:	5D.1. Person(s) responsible for monitoring:	5D.1. Process used to monitor effectiveness:	5D.1. Evaluation tools include:
Mathematics Goal #5D: <i>By June 2013, 42% of the students taking the FAA will increase their mathematical scores within their current level or increase their level.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student's cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions. Utilize all accommodations to allow students to access the curriculum.	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
	39%	42%					
			5D.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful	5D.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention). Differentiated instruction, content chunking, manipulations and real world connections. Timers and picture schedules to assist with transition.	5D.2. Administration and behavior team which includes site based behavior analyst	5D.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	5D.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			5D.3. Limited receptive and expressive communication skills	5D.3. Communication specialist will focus on increasing students communication skills. Basic picture math, increased use of technology through the interactive white board and interactive boardmaker.	5D.3. Administration, Curriculum resource teachers and communication specialist	5D.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	5D.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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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>	n/a	n/a	n/a	n/a	n/a
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	n/a	n/a	n/a	n/a	n/a
			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. .Barriers to meeting this goal include:	1B.1. Strategies to overcome these barriers include:	1B.1. Person(s) responsible for monitoring:	1B.1. Process used to monitor effectiveness:	1B.1. Evaluation tools include:
Mathematics Goal #1B: <i>By June 2013, 8% of the students will score at levels 4, 5, or 6, Florida Alternate Assessment (FAA) data.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student's limited cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
	5%	8%					
			1B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	1B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	1B.2. Administration and behavior team which includes site based behavior analyst	1B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	1B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1B.3. Limited receptive and expressive communication skills	1B.3. Communication specialist will focus on increasing students communication skills.	1B.3. Administration, Curriculum resource teachers and communication specialist	1B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	1B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, PLC meetings, restraint reports, discipline referrals and MPM

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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>	n/a	n/a	n/a	n/a	n/a
			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. Barriers included:	2B.1. Strategies to overcome these barriers include:	2B.1. Person(s) responsible for monitoring:	2B.1. Process used to monitor effectiveness:	2B.1. Evaluation tools include:
Mathematics Goal #2B: <i>By June 2013, 15% of the students will score at level 7 or higher on the FAA.</i>	2012 Current Level of Performance:* 12%	2013 Expected Level of Performance:* 15%	Student's cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	2B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	2B.2. . . Administration and behavior team which includes site based behavior analyst	2B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	2B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2B.3. Limited receptive and expressive communication skills	2B.3. Communication specialist will focus on increasing students communication skills.	2B.3. Administration, Curriculum resource teachers and communication specialist	2B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	2B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	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>	n/a	n/a	n/a	n/a	n/a
			3A.2. n/a	3A.2. n/a	3A.2. n/a	3A.2. n/a	3A.2. n/a
			3A.3. n/a	3A.3. n/a	3A.3. n/a	3A.3. n/a	3A.3. n/a
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Barriers included:	3B.1. Strategies to overcome these barriers include:	3B.1. Person(s) responsible for monitoring:	3B.1. Process used to monitor effectiveness:	3B.1. Evaluation tools include:
Mathematics Goal #3B: <i>Based on a comparison of 2011 and 2012 FAA data 12% of the students will increase or maintain levels 4, 5, and 6</i>	2012 Current Level of Performance:* 9%	2013 Expected Level of Performance:* 12%	Student's cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			3B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	3B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	3B.2. Administration and behavior team which includes site based behavior analyst	3B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	3B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			3B.3. Limited receptive and expressive communication skills	3B.3. Communication specialist will focus on increasing students communication skills	3B.3. Administration, Curriculum resource teachers and communication specialist	3B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication	3B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	n/a	n/a	n/a	n/a	n/a
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1. Barriers included: Student's cognitive ability levels and intensive level of medical needs which include frequent seizures, hospitalizations and lost knowledge.	4B.1. Strategies to overcome these barriers include: Academic lab (1:1) instruction and tier level interventions	4B.1. Person(s) responsible for monitoring Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	4B.1. Process used to monitor effectiveness: Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	4B.1. Evaluation tools include: Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
Mathematics Goal #4B: <i>By June 2013, 17% of the students in the lowest 25% will make learning gains in the area of Math.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	14%	17%	4B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	4B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	4B.2. Administration and behavior team which includes site based behavior analyst	4B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	4B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			4B.3. Limited receptive and expressive communication skills	4B.3. Communication specialist will focus on increasing students communication skills	4B.3. Administration, Curriculum resource teachers and communication specialist	4B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	4B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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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							
			n/a	n/a	n/a	n/a	n/a	n/a
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>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. n/a	5B.1. n/a	5B.1. n/a	5B.1. n/a	5B.1. n/a
	<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>							
	White: Black: Hispanic: Asian: American Indian:		White: Black: Hispanic: Asian: American Indian:					
			5B.2. n/a	5B.2. n/a	5B.2. n/a	5B.2. n/a	5B.2. n/a	5B.2. n/a
			5B.3. n/a	5B.3. n/a	5B.3. n/a	5B.3. n/a	5B.3. n/a	5B.3. n/a

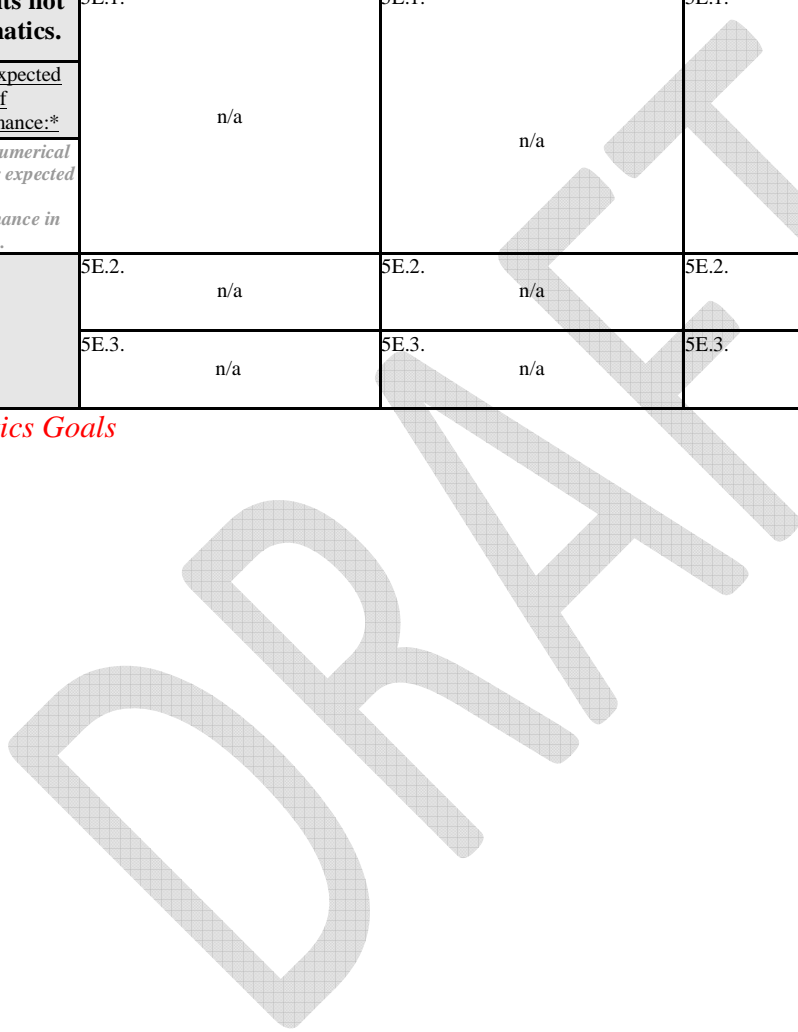
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process 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>	n/a	n/a	n/a	n/a	n/a
			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. Barriers included:	5D.1. Strategies to overcome these barriers include:	5D.1. Person(s) responsible for monitoring:	5D.1. Process used to monitor effectiveness:	5D.1. Evaluation tools include:
Mathematics Goal #5D: <i>By June 2013, 42% of the students taking the FAA will increase their mathematical scores within their current level or increase their level.</i>	2012 Current Level of Performance:* 39%	2013 Expected Level of Performance:* 42%	Student's cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			5D.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful	5D.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	5D.2. Administration and behavior team which includes site based behavior analyst	5D.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	5D.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			5D.3. Limited receptive and expressive communication skills	5D.3. Communication specialist will focus on increasing students communication skills.	5D.3. Administration, Curriculum resource teachers and communication specialist	5D.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	5D.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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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>	<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>	n/a	n/a	n/a	n/a	n/a
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals



Florida Alternate Assessment High School Mathematics Goals

* 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: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	n/a	n/a	n/a	n/a	n/a
			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. Barriers included:	2.1. Strategies to overcome these barriers include:	2.1. Person(s) responsible for monitoring:	2.1. Process used to monitor effectiveness:	2.1. Evaluation tools include:
Mathematics Goal #2: By June 2013, 15% of the students taking the FAA will score at level 7 or higher.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student's cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
	12%	15%					
			2.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	2.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	2.2. Administration and behavior team which includes site based behavior analyst	2.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	2.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2.3. Limited receptive and expressive communication skills	2.3. Communication specialist will focus on increasing students communication skills.	2.3. Administration, Curriculum resource teachers and communication specialist	2.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	2.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

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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. Barriers included: Student's cognitive ability levels and ongoing medical needs	3.1. Strategies to overcome these barriers include: Academic lab (1:1) instruction and tier level interventions	3.1. Person(s) responsible for monitoring: Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	3.1. Process used to monitor effectiveness: Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	3.1. Evaluation tools include: Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
Mathematics Goal #3: <i>Based on a comparison of 2011 FAA data and 2012 FAA data, 12% of the students will increase or maintain levels 4, 5, and 6</i>	2012 Current Level of Performance:* 9%	2013 Expected Level of Performance:* 12%	3.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	3.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	3.2. Administration and behavior team which includes site based behavior analyst	3.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	3.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			3.3. Limited receptive and expressive communication skills	3.3. Communication specialist will focus on increasing students communication skills	3.3. Administration, Curriculum resource teachers and communication specialist	3.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication	3.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
	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:						
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1. Barriers included: Student's cognitive ability levels and intensive level of medical needs which include frequent seizures, hospitalizations and lost knowledge.	4.1. Strategies to overcome these barriers include: Academic lab (1:1) instruction and tier level interventions	4.1. Person(s) responsible for monitoring: Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	4.1. Process used to monitor effectiveness: Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	4.1. Evaluation tools include: Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
Mathematics Goal #4: <i>By June 2013, 17% of the students in the lowest 25% will make learning gains in the area of math.</i>	2012 Current Level of Performance:* 14%	2013 Expected Level of Performance:* 17%	4.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	4.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	4.2. Administration and behavior team which includes site based behavior analyst	4.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	4.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			4.3. Limited receptive and expressive communication skills	4.3. Communication specialist will focus on increasing students communication skills	4.3. Administration, Curriculum resource teachers and communication specialist	4.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	4.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
	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:						

End of Florida Alternate Assessment High School Mathematics Goals

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:*	n/a	n/a	n/a	n/a	n/a
			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:*	n/a	n/a	n/a	n/a	n/a
			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		n/a	n/a	n/a	n/a	n/a	n/a
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>			3B.1. White: Black: Hispanic: Asian: American Indian: n/a	3B.1. n/a	3B.1. n/a	3B.1. n/a	3B.1. n/a	
	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:	n/a	n/a	n/a	n/a	n/a	
			3B.2. n/a	3B.2. n/a	3B.2. n/a	3B.2. n/a	3B.2. n/a	
			3B.3. n/a	3B.3. n/a	3B.3. n/a	3B.3. n/a	3B.3. n/a	

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

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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: 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.	n/a	n/a	n/a	n/a	n/a
			3E.2. n/a	3E.2. n/a	3E.2. n/a	3E.2. n/a	3E.2. n/a
			3E.3. n/a	3E.3. n/a	3E.3. n/a	3E.3. n/a	3E.3. n/a

End of Algebra 1 EOC Goals

DRAFT

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.	n/a	n/a	n/a	n/a	n/a
			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.	n/a	n/a	n/a	n/a	n/a
			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						
			n/a	n/a	n/a	n/a	n/a
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1. n/a	3B.1. n/a	3B.1. n/a	3B.1. n/a
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:	n/a	n/a	n/a	n/a	n/a
			3B.2. n/a	3B.2. n/a	3B.2. n/a	3B.2. n/a	3B.2. n/a
			3B.3. n/a	3B.3. n/a	3B.3. n/a	3B.3. n/a	3B.3. n/a

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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>	n/a	n/a	n/a	n/a	n/a
			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>	n/a	n/a	n/a	n/a	n/a
			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>	n/a	n/a	n/a	n/a	n/a
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accelerated Math	9-12	CRT's	High school teachers with Core mathematic courses	8/2012	Review lesson plans, Checkpoint, informal observations, Monthly Progress Monitoring	CRTs/Administration
Math Strategies	Grades PK-12/Math	CRT's, Autism support coach, PLC leaders	All teachers	January 2013	Review lesson plans, Checkpoint, informal Observations , Monthly Progress Monitoring	CRTs/Administration
FAA Update Training	Grade 3-11/Math	CRT's, Administration	All teachers with students in testing grades	December 2012	Formal and informal Observations /assessments, monthly progress monitoring.	CRTs/Administration
Supplemental curriculum: Equals Math and Teaching Standards Math	Equals 6-8, teaching Strategies Math 9-12	CRT's, Webinar	All teachers with students in Testing grades	9/2012 and 10/2012	Review lesson plans, Checkpoint, informal Observations, Monthly Progress Monitoring	CRTs/Administration

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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
Appropriate research based core curriculum for all grade and ability levels supported by supplemental interventions/materials matched to RTI framework	Basic Picture Math, Unique Learning System Curriculum, Attainment: teaching standards math	School Budget	\$5,000.00
			Subtotal: \$5,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Research based technology programs that are grade and ability level appropriate	Renaissance Place	School Budget	\$2,100.00
			Subtotal: \$2,100
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide training to teachers during Professional Development Wednesdays, during Professional Learning Community meetings, and support teachers attending District trainings (face to face/online)	PD Wednesday, PLC meetings, PD 360, OCPS trainings, FDLRS trainings	n/a	0
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$7,100
			Total: \$7,100

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: <i>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>	n/a	n/a	n/a	n/a	n/a
			1A.2. n/a	1A.2. n/a	1A.2. n/a	1A.2. n/a	1A.2. n/a
			1A.3. n/a	1A.3. n/a	1A.3. n/a	1A.3. n/a	1A.3. n/a
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1 Barriers to meeting this goal include:	1B.1. Strategies to overcome these barriers include:	1B.1. Person(s) responsible for monitoring:	1B.1.. Process used to monitor effectiveness:	1B.1. Evaluation tools include:
Science Goal #1B: <i>By June 2013, 24% of the students will score at level 4, 5, or 6 on the FAA.</i>	<u>2012 Current Level of Performance:*</u> 21%	<u>2013 Expected Level of Performance:*</u> 24%	Student's limited cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	1B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	1B.2. Administration and behavior team which includes site based behavior analyst	1B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	1B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1B.3. Limited receptive and expressive communication skills	1B.3. Communication specialist will focus on increasing students communication skills.	1B.3. Administration, Curriculum resource teachers and communication specialist	1B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	1B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, PLC meetings, restraint reports, discipline referrals and MPM

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: <i>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>	N/A	N/A	N/A	N/A	N/A
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. Barriers included:	2B.1. Strategies to overcome these barriers include:	2B.1. Person(s) responsible for monitoring:	2B.1. Process used to monitor effectiveness:	2B.1. Evaluation tools include:
Science Goal #2B: <i>By June 2013, 6% of the students will increase or maintain levels 7, 8, or 9 on the FAA.</i>	2012 Current Level of Performance:* 3%	2013 Expected Level of Performance:* 6%	Student's cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	2B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	2B.2. Administration and behavior team which includes site based behavior analyst	2B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	2B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2B.3. Limited receptive and expressive communication skills	2B.3. Communication specialist will focus on increasing students communication skills.	2B.3. Administration, Curriculum resource teachers and communication specialist	2B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	2B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. Barriers to meeting this goal include:	1.1. Strategies to overcome these barriers include:	1.1. Person(s) responsible for monitoring:	1.1.. Process used to monitor effectiveness:	1.1 Evaluation tools include:
Science Goal #1: <i>By June 2013, 24% of students scored at level 4, 5, or 6 on the FAA.</i>	2012 Current Level of Performance:* 21%	2013 Expected Level of Performance:* 24%	Student's limited cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful	1.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	1.2. Administration and behavior team which includes site based behavior analyst	1.2.. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	1.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1.3. Limited receptive and expressive communication skills	1.3. Communication specialist will focus on increasing students communication skills	1.3. Administration, Curriculum resource teachers and communication specialist	1.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	1.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, PLC meetings, restraint reports, discipline referrals and MPM

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. Barriers included:	2.1. Strategies to overcome these barriers include:	2.1. Person(s) responsible for monitoring:	2.1. Process used to monitor effectiveness:	2.1. Evaluation tools include:
Science Goal #2: <i>Based on the expected level of performance for June 2013, 6% of the students will increase or maintain levels 7, 8, or 9 on the FAA.</i>	<u>2012 Current Level of Performance:*</u> 3%	<u>2013 Expected Level of Performance:*</u> 6%	Student’s cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2.2. Intensive behaviors which include physical and verbal aggression impede student’s ability to be successful.	2.2. School-wide staff professional development in “behavior tools” (proactive behavior intervention)	2.2. Administration and behavior team which includes site based behavior analyst	2.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	2.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			2.3. limited receptive and expressive communication skills	2.3. Communication specialist will focus on increasing students communication skills.	2.3. Administration, Curriculum resource teachers and communication specialist	2.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	2.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student 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:*	n/a	n/a	n/a	n/a	n/a
	<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.
			n/a	n/a	n/a	n/a	n/a
			1.3.	1.3.	1.3.	1.3.	1.3.
			n/a	n/a	n/a	n/a	n/a
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:*	n/a	n/a	n/a	n/a	n/a
	<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.
			n/a	n/a	n/a	n/a	n/a
			2.3.	2.3.	2.3.	2.3.	2.3.
			n/a	n/a	n/a	n/a	n/a

End of Biology I EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Strategies	Grade PK-12	Science coach, CRT's, PLC leaders	All teachers	January 2013	Informal observations, MPM	CRTs/Administration
Differentiated Instruction	Grade PK-12	CRT's /Administration	All teachers	November 2012	Informal observations, weekly assessments and MPM	CRTs/Administration
Supplemental Curriculum: Exploring Informal Science, and Teaching Strategies Science	Exploring Science k-6, Teaching Strategies Science 9-12	CRT's /Administration	All teachers	November 2012	Informal observations, MPM, checkpoints	CRTs/Administration

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
Appropriate Research Based Core Curriculum for all grade and ability levels supported by supplemental interventions/materials matched to MTSS/ RTI framework	Unique Learning System Curriculum	School Budget	\$1,500.00
			Subtotal: \$1,500
Technology			
Strategy	Description of Resources	Funding Source	Amount
Research based technology programs that are grade and ability level appropriate	Exploring Science, Teaching to Standards Science	School Budget	\$5,000.00
			Subtotal: \$5,000
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Provide training to teachers during Professional Development Wednesdays, during Professional Learning Community meetings, and support teachers attending District trainings (face to face/online)	PD Wednesday, PLC meetings, PD 360, OCPS trainings, FDLRS trainings	n/a	\$0.00
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
Create a student centered sensory lab	Tactile, visual, hands on and innovative products used for exploration and sensory awareness	Title I	\$6,700.00
			Subtotal: \$6,700
			Total: \$13,200

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Writing Goal #1A: 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.	N/a	N/a	N/a	N/a	N/a
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Barriers to meeting this goal include:	1B.1. Strategies to overcome these barriers include:	1B.1. Person(s) responsible for monitoring:	1B.1. Process used to monitor effectiveness:	1B.1. Evaluation tools include:
Writing Goal #1B: By June 2013, 16% of the students will score at a level 4 or higher.	2012 Current Level of Performance:* 10%	2013 Expected Level of Performance:* 13%	Student's limited cognitive ability levels and ongoing medical needs	Academic lab (1:1) instruction and tier level interventions	Administration, Curriculum resource teachers, communication specialist and behavior team which includes site based behavior analyst	Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1B.2. Intensive behaviors which include physical and verbal aggression impede student's ability to be successful.	1B.2. School-wide staff professional development in "behavior tools" (proactive behavior intervention)	1B.2. Administration and behavior team which includes site based behavior analyst	1B.2. Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	1B.2. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, weekly PLC meetings, restraint reporting, discipline referrals and monthly progress monitoring
			1B.3. Limited receptive and expressive communication skills	1B.3. Communication specialist will focus on increasing students communication skills.	1B.3. Administration, Curriculum resource teachers and communication specialist	1B.3. Bi-weekly MTSS meetings with CRT and communication specialist to address academic interventions and communication.	1B.3. Florida Alternate Assessment, IEP data in the area of academic, social emotional and communication, PLC meetings, restraint reports, discipline referrals and MPM

Writing Professional Development

June 2012
 Rule 6A-1.099811
 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing strategies	Pk-12	CRT'S	School wide	October 2012	Weekly assessments, checkpoints, informal observations, MPM	CRT's/Administration, ASD instructional support teacher
Differentiated instruction	Pk-12	Assistant Principal	School wide	November 2012	Weekly assessments, checkpoints, informal observations, MPM	CRT's/Administration, ASD instructional support teacher
United Learning systems core curriculum	Pk-12	CRT'S	School wide	August 2012	Weekly assessments, checkpoints, informal observations, MPM	CRT's/Administration, ASD instructional support teacher
Musslewhite strategies	Pk-12	Cindy Tuck	School wide	January 2013	Weekly assessments, checkpoints, informal observations, MPM	CRT's/Administration, ASD instructional support teacher

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
Appropriate research based core curriculum for all grade and ability levels supported by supplemental interventions/materials matched to MTSS/RTI framework	Star Reporter	n/a	\$0.00
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Research based technology programs that are grade and ability level appropriate	Intelli talk II	Title 1	\$5,000.00
Appropriate research based technology that increases academic participation and capabilities through visual, touch screen and interactive material that students use for writing in an unconventional manner, making alternate accommodations.	Smart boards	Title 1	\$25,000

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Subtotal: \$30000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide training to teachers during Professional Development Wednesdays, during Professional Learning Community meetings, and support teachers attending District trainings (face to face/online)	PD Wednesday, PLC meetings, PD 360, OCPS trainings, FDLRS trainings	n/a	\$0.00
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Total: \$30000			

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:*	n/a	n/a	n/a	n/a	n/a	
	<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.	n/a	1.2.	n/a	1.2.	n/a
			1.3.	n/a	1.3.	n/a	1.3.	n/a
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:*	n/a	n/a	n/a	n/a	n/a	
	<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.	n/a	2.2.	n/a	2.2.	n/a
			2.3.	n/a	2.3.	n/a	2.3.	n/a

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
n/a						

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
n/a			
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of Civics Goals

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:*	n/a	n/a	n/a	n/a	n/a
	<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:*	n/a	n/a	n/a	n/a	n/a
	<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.

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
n/a						

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
n/a			
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

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. Many students are medically fragile and often require hospitalization	1.1. Ensure teachers follow established procedures to report excessive absence and have staffing specialist follow up with parents to determine if a Hospital Homebound placement may be more appropriate	1.1. Guidance Counselor, Staffing Specialists, Transition Teacher, Registrar, Administration	1.1. SMS attendance report, EDW attendance summary report	1.1. SMS data, EDW attendance summary report
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>By June 2013, we will decrease the number of students that have excessive absences (10 or more) and have an average daily attendance rate of 91%</i>	88%	91%					
	<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>					
	116 students with excessive absences	Decrease excessive absences (10 or more) to 104 or less students					
	<u>2012 Current Number of Students with Excessive Tardiness (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardiness (10 or more)</u>					
<i>In June of 2012 we had 5 students with excessive tardiness</i>	<i>By June 2013 we will have no more than 3 students with excessive tardiness</i>						
			1.2. Students with mental health issues may require a police or physician Baker Act	1.2. Ensure teachers follow established procedures to report excessive absence and have behavior specialist/counselor/social worker follow up to determine anticipated timeline for students return to school	1.2. Guidance Counselor, Staffing Specialists, Transition Teacher, Registrar, Administration	1.2. SMS data, EDW attendance summary report	1.2. SMS data, EDW attendance summary report

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		1.3. Students may be incarcerated	1.3. Ensure teachers follow established procedures to report excessive absence and have behavior specialist/social worker follow up with parents to determine when students may return to school or if they need to be withdrawn to Juvenile Detention Center (JDC)	1.3 Guidance Counselor, Staffing Specialists, Transition Teacher, Registrar, Administration	1.3. SMS data, EDW attendance summary report	1.3. SMS data, EDW attendance summary report
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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
N/A						

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
Student perfect attendance recognition	Increase Motivation for perfect attendance by awarding trophies, certificate and celebrating success	Title I	\$1,350.00
			Subtotal: \$1,350
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	n/a
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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n/a	n/a	n/a	n/a
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Recognition Breakfasts	Encourage and recognize parents with a breakfast or collaborating with the school to ensure regular attendance	Title I	\$1,000.00
			Subtotal: \$1,000
			Total: \$2,350

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: <i>By June 2013, we will decrease the out-of-school suspensions to 20% and eliminate the need for in school suspension completely.</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Students have documented cognitive, mental, and emotional disabilities which affect behaviors	Positive Behavior Support (PBS) MTSS/ RTI-B	B PBS/RTI-B Coach, Behavior Specialists, and Administration	RTI-B walkthroughs	RTI-B walkthroughs data and SMS student behavior reports
	<i>In June 2012, we had 1 in school suspension</i>	<i>By June 2013 we will have zero in school suspensions</i>					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>One student</i>	<i>Zero students</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<i>In June 2012 we had 25 out of school suspensions</i>	<i>By June 2013 we will have no more than 20 suspensions</i>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>25 students suspended out of school</i>	<i>By June 2013 we will have no more than 20 suspensions</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI-B/MTSS	Grades PK-12	RTI-B/MTSS Coach/Behavior Specialists	All teachers	On-going at PD Wednesdays and during PLC meetings	Monitor RTI-B walkthrough data, SMS and EDW data	RTI-B Coach, MTSS Behavior Specialists, Administration

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
n/a	n/a	n/a	\$0.00
			Subtotal:\$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	\$0.00
			Subtotal:\$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train teacher on PBS/RTI-B strategies during PD Wednesdays and PLC meetings	RTI-B strategies/MTSS	Title I	\$5,000.00
			Subtotal:\$5,000
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			Subtotal:\$0
			Total: \$5,000

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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
n/a	n/a	n/a	\$0.0
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	\$0.0
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a	n/a	n/a	\$0.0
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	No data
			Subtotal: 0
			Total: 0

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. School is a District school and students attend from all across the district. Some parents may have difficulty traveling the long distance required to get to the campus	1.1. School is a District school and students attend from all across the district. Some parents may have difficulty traveling the long distance required to get to the campus	1.1. Administration	1.1. Parent sign-in log, notes from IEP team meetings, PTA/SAC/PLC minutes	1.1. Parent sign-in log, IEP team notes, PTA/SAC/PLC minutes/sign-in sheet
Parent Involvement Goal #1: <i>By June 2013, we will increase the percentage of parents with 2 or more positive visits on campus to 70% representing a 10% increase over the prior year.</i>	2012 Current Level of Parent Involvement:* <i>60% of our families have had a positive visit to the campus</i>	2013 Expected Level of Parent Involvement:* <i>By June 2013 increasing positive on campus visits by 10% of the previous year.</i>	1.2. Over 25% of the students live in a group home setting with limited opportunities for involvement	1.2. Create and distribute parent newsletter providing links to assist students and resources available to assist with needs, Daily communication and invitations to all school-wide activities.	1.2. Administration, Classroom teachers, Resource staff	1.2. Parent sign-in log, notes from IEP team meetings, PTA/SAC/PLC minutes	1.2. Parent sign-in log, IEP team notes, PTA/SAC/PLC minutes/sign-in sheet
			1.3. Students identified behaviors and limited communication skills as well as limited support from the parent/guardian or group home in which many students reside	1.3. Increase home school connections with parent survey and daily communication home. Proactive behavior support plan to decrease target behaviors identified for decrease.	1.3. RTI-B coach, administration, resource staff, behavior specialists.	1.3. RTI-B walk thru, DOE reports on use of restrictive procedures associated with crisis situations, observations	1.3. ASD checklist, informal observation data, SMS behavior reports, DOE reports presented in a graphic representation

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
n/a						

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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
Parent connect	Parental support and communication	Title I	\$2,000.00
			Subtotal: \$2000
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0.0
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Transition Fair	Community programs and parent resource organizations set up information booths at the school to inform and support parental needs for students future goals	Title I	\$500.00
Sheltered workshop parent tour	Parents attend an all day trip paid for by the school and visit community vocational programs to bring awareness and understanding to options after Leaving school.	Title I	\$594.00
Behavior Tools	Parents attend an all day paid for by the school workshop to bring awareness and understanding of positive proactive behavioral strategies.	Title I	1,500.00
PCM Professional crisis management	Parents attend an all-day paid for by the school workshop to bring awareness and understanding of safety procedures that can be used with their child.	Title I	1,500.00
			Subtotal: \$4,094
Other			
Strategy	Description of Resources	Funding Source	Amount

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No data	No data	No data	No data
			Subtotal:\$0
			Total: \$6,094

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. n/a	1.1. n/a	1.1. n/a	1.1. n/a	1.1. n/a
	1.2. n/a	1.2. n/a	1.2. n/a	1.2. n/a	1.2. n/a
	1.3. n/a	1.3. n/a	1.3. n/a	1.3. n/a	1.3. n/a

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
n/a						

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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
n/a			
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE 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: CTE Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1. n/a	1.1. n/a	1.1. n/a	1.1. n/a	1.1. n/a
	1.2. n/a	1.2. n/a	1.2. n/a	1.2. n/a	1.2. n/a
	1.3. n/a	1.3. n/a	1.3. n/a	1.3. n/a	1.3. n/a

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
n/a						

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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
n/a			
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>100 percent of the students in the post graduate program will participate in an on/or off campus vocational work program. By June 2013, Students in the post graduate program will show 80% gains in mastery of vocational benchmarks as measured by research based assessment tools and monthly progress monitoring.</i>	2012 Current Level :*	2013 Expected Level :*	Intensive behaviors which include physical and verbal aggression impede student's ability to be successful. Medical needs that limit the mobility of the student on and off campus.	Systematic instruction in accordance with Marzano best practices utilizing the evidenced based program of Unique Learning System reinforced with supplemental instructional materials, coupled with frequent progress monitoring and employing the following strategies: "Repetition, Rehearsal, Review," errorless teaching, and responding, frequent and	Vocational Teachers Job Coaches Transition Teachers	Bi-weekly MTSS RTI-B meetings to address behavior concerns, review data and measure success with proactive strategies	Unique Learning Strategies check points Vocational Compliance checklist Teacher made assessments
	Baseline year.	80 % of the students to show gains.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$40,000
CELLA Budget	Total: 0
Mathematics Budget	Total: \$7,100
Science Budget	Total: \$13,200
Writing Budget	Total: \$30,000
Civics Budget	Total: 0
U.S. History Budget	Total: 0
Attendance Budget	Total: \$2,350
Suspension Budget	Total: \$5,000
Dropout Prevention Budget	Total: 0
Parent Involvement Budget	Total: \$6,094
STEM Budget	Total: 0
CTE Budget	Total: 0
Additional Goals	Total: 0
	Grand Total: \$103,744

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
Meet monthly to review the School Improvement Plan (SIP) and progress toward meeting SIP goals and objectives. Annual SAC retreat will be held in March 2013 to review progress for the current school year and to make plans for the next school year.

Describe the projected use of SAC funds.	Amount
SAC Retreat	\$500.00