

# 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: Alpha Charter of Excellence	District Name: Miami Dade
Principal: Isabel Navas	Superintendent: Alberto M. Carvalho
SAC Chair: Sonia Lopez	Date of School Board Approval: Pending

**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)/	Number of Years	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels,							

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		Certification(s)	at Current School	Administrator	learning gains, lowest 25%), and AMO progress, along with the associated school year)							
Principal	Isabel Navas	Master in Educational Leadership, Elementary Education	1	1	School	L e v e l	S c h o l Y e a r	G r a d e	% at L e v e l 3 o r H i g h e r i n R e a d i n g	% at L e v e l 3 o r H i g h e r i n M a t h	% M e t i n g t h e W r i t i n g S t a n d a r d	% at L e v e l 3 o r H i g h e r i n S c i e n c e
					BROWARD COMMUNITY CHARTER SCHOOL	E l e m e n t a r y	11-12	C	47	54	81	26
							10-11	B	74	74	92	23
							09-10	C	65	69	75	14
							08-09	B	65	67	93	51
							07-08	C	75	62	90	47

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					BROWARD COMMUNITY CHARTER WEST	E l e m e n t a r y	11- 12	B	46	40	73	30
							10- 11	A	67	78	88	62
							09- 10	A	75	79	90	69
							08- 09	B	74	78	67	30
							07- 08	A	65	60	90	47
					DISCOVERY MIDDLE CHARTER SCHOOL	M i d d l e	11- 12	C	41	43	75	40
							10- 11	B	65	54	94	72
							09- 10	B	65	53	95	60
							2008 -09	F	55	39	97	46
Assistant Principal	N/A											

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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)
	<b>N/A</b>				

### 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. Postings on job recruitment websites, such as Teacher-Teacher.com	Administration	April 2012
2. Attend district job and recruitment fairs	Administration	Ongoing
3. Communicate with colleges and universities (advisors, professors, and career centers) to solicit referrals of quality interns and graduates	Administration	Ongoing
4. Provide effective teachers with school-based leadership opportunities	Administration	Ongoing
5. Provide instructional support to teachers through collaborative planning, modeling, coaching and professional development.	Administration and Instructional support staff	Ongoing

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***Non-Highly Effective Instructors***

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	There are no non-highly effective instructors currently teaching at ACE

***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
100% (8)	25% (2)	62.5% (5)	12.5% (1)	0% (0)	12.5% (1)	100% (8)	0% (0)	0% (0)	100% (8)

***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
Sasha Gutierrez	Cassandra Hernandez	First Year Teacher	Shadowing, Planning, Modeling
Martha Uribe	Donna Katwaroo	First Year Teacher	Shadowing, Planning, Modeling

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### Additional Requirements

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

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

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

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

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### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:
  - Administrator(s) who will ensure commitment and allocate resources;
  - Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
  - Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
  - School reading, math, science teachers
  - Member of advisory group
3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
  - The first level of support is the **core** instructional and behavioral methodologies, practices, and supports designed for **all** students in the general curriculum.
  - The second level of support consists of **supplemental** instruction and interventions provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support.
  - The third level of support consists of **intensive** instructional and/or behavioral interventions provided *in addition to and in alignment with effective core instruction and the supplemental instruction and interventions* with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
  - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the Rtl problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic Rtl principles and procedures; and providing a network of ongoing support for Rtl organized through feeder patterns.

Describe the plan to support MTSS.

The plan to support MTSS, includes but is not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

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### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). <ul style="list-style-type: none"><li>• Administration</li><li>• Instructional Support Staff</li><li>• Teachers (Primary grade, Upper Elementary, ELL and/or ESE)</li></ul>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). <p>The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction data analysis and interpretation, professional development, and technology.</p> <p>The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level.</p> <p>The role of the school-based Literacy Leadership Team (LLT) includes the following:</p> <ul style="list-style-type: none"><li>• provide a common vision for the use of data-based decision-making,</li><li>• ensure that selected/targeted literacy strategies are implemented that support initiatives;</li><li>• conduct a survey to assess the professional development needs of school staff and provide training in those areas highlighted as needs to support understanding and proper implementation of the CRRP.</li><li>• monitor instructional planning to ensure alignment to the CRRP</li><li>• ensure that intervention and support are implemented and documented,</li><li>• communicate with parents regarding school-based Reading plans and activities.</li></ul>

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

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

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

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

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

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

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

N/A

### ***\*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?

N/A

### ***\*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?

N/A

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?

N/A

### ***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

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1A. FCAT 2.0:</b> Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading test was reporting Category 2-Reading Application.</p>	<p>1a.1. Teachers will use grade level appropriate texts that provide students opportunities to practice identifying topics and themes within texts as well as identify causal relationships imbedded in text.  Teachers will develop lessons that include:  <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul> </p>	<p>1a.1. -Administration - Literacy Leadership Team</p>	<p>1a.1.</p> <ul style="list-style-type: none"> <li>• Ongoing classroom assessments of targeted skills/ benchmark</li> <li>• Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</li> <li>• Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Reading Application questions are present</li> </ul>	<p>1a.1. Formative: Interim and classroom assessments  Summative: 2013 FCAT Assessment</p>		
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		<ul style="list-style-type: none"> <li>• Summarization activities</li> <li>• Questioning the author</li> <li>• Anchoring conclusions back to the text</li> <li>• Opinion proofs</li> <li>• Text marking</li> <li>• Avoiding the interference of prior knowledge when answering a question</li> <li>• Wide variety of text</li> </ul>					
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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>As a new school, we will use the District's overall student performance data to establish the current and expected performance.</i></p> <p><i>The district performance of students achieving level 3 proficiency on the 2012 FCAT indicates 25% (53316).</i></p> <p><i>The goal for the 2012-2013 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 5 percentage points.</i></p>							
	25% (53316)	30% (11)					

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		<p>1A.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading test was reporting Category 1- Vocabulary.</p>	<p>1a.2.</p> <ul style="list-style-type: none"> <li>● Teaching reading strategies that help students determine meanings of words by using context clues. Instruction would allow students to build their general knowledge of words and word relationships.</li> <li>● Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades.</li> <li>● During pre-reading activities instruction will use of concept maps to help build their general</li> </ul>	<p>1a.2.</p> <ul style="list-style-type: none"> <li>● Administration</li> <li>● Literacy Leadership Team</li> </ul>	<p>1a.2.</p> <ul style="list-style-type: none"> <li>● Ongoing classroom assessments of targeted skills/ benchmark</li> <li>● Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</li> </ul>	<p>1a.2.</p> <p>Formative: Interim and classroom assessments</p> <p>Summative: 2013 FCAT Assessment</p>	
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			<p>knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction will provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.</p> <ul style="list-style-type: none"> <li>• Teachers will emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.</li> </ul>				
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			<ul style="list-style-type: none"> <li>Instruction will be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning.</li> </ul>				
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.  <b>N/A</b>	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					



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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2A. FCAT 2.0:</b> Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Based on the percentage of students achieving Levels 4 and 5 on the 2012 administration of the FCAT 2.0 Reading Assessment, minimal growth was made. The area of greatest deficiency for FCAT Level 4 and 5, as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was</p>	<p>2A.1. The infusion of more critical thinking activities such as Literature Circles will provide opportunities to present higher-ordered thinking like self – to-text and text – to-text connections.  The use of real-world application through project based learning and authentic</p>	<p>2A.1.  <ul style="list-style-type: none"> <li>• Administration</li> <li>• Literacy Leadership Team</li> </ul> </p>	<p>2A.1. On-going classroom observations, grade level meetings, and authentic student work and projects.  Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</p>	<p>2A.1. Formative: Mini-Benchmark Assessments  Student work samples, displays, and assessments.  Summative: 2013 FCAT Reading Assessment</p>		
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	<p>Category 4 - Informational Text and Research Process.</p> <p>Many of these students are above grade level. These students should receive more instruction to develop critical thinking and be exposed to enrichment activities. These students should be challenged to think more critically</p>	<p>enrichment activities (<i>Microsociety</i>) that incorporate:</p> <ul style="list-style-type: none"> <li>• real-world relevance,</li> <li>• sustained investigation,</li> <li>• reflection,</li> <li>• multiple sources and</li> </ul>				
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	<p>and move beyond the factual text connection. Additional project-based instructional activities will be infused to develop research process skills.</p>	<p>perspective,</p> <ul style="list-style-type: none"> <li>• collaboration,</li> <li>• interdisciplinary perspectives, and</li> <li>• integrated assessments,</li> </ul> <p>which will move</p>					
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		students from guided learning to more independent learning. This type of learning fosters critical thinking.					
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Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>As a new school, we will use the District's overall student performance data to establish the current and expected performance.</i></p> <p><i>The district data of students achieving level 4 and above on the 2012 FCAT is 28%(59752).</i></p> <p><i>The goal for the 2012-2013 school year is to improve student achievement by increasing the percentage of students achieving level 4 and above by 2 percentage points.</i></p>							
	28% (59752)	30% (11)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b> Percentage of students making learning gains in reading.</p>	<p>3A.1. An area of noted deficiency on the 2012 administration of the FCAT 2.0 Reading Assessment are Categories 2 and 3: Literary Application and Literary Analysis.  Students demonstrated a weakness in the Literary Analysis category as well as Literary Application. The anticipated barrier is</p>	<p>3A.1. Teachers will focus more on the characters' point-of-view, text-to-self relationships, text-to-text relationships, mood and imagery, and how text features impact the text.  Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.</p>	<p>3A.1.  <ul style="list-style-type: none"> <li>• Administration</li> <li>• Literacy Leadership Team</li> </ul> </p>	<p>3A.1. On-going classroom assessments focusing on students' knowledge of elements of story structure and higher ordered thinking through authentic student-created activities and projects  Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan, if necessary</p>	<p>3A.1. Formative: Mini-Benchmark Assessments  Summative: 2013 FCAT Reading Assessment</p>		
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	<p>digging deeper into elements of story structure. Students' ability to identify characters, settings, and problem-solution is insufficient.</p> <p>Additionally, students seem to grasp the general comprehension benchmark questions, however, questions containing any type of inferencing,</p>	<p>Interventions will be provided to students daily for 30 minutes, through a small group-rotational model, based upon students' needs, such as:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for extra drill.</li> <li>• Provide study guide.</li> </ul>					
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	<p>drawing conclusions, or implied meaning has proven to be a weakness.</p>	<ul style="list-style-type: none"> <li>• Reduce quantity of material.</li> <li>• Provide instructional materials geared to student's level of basic skills.</li> </ul>					
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Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The district data of students making learning gains on the 2012 FCAT is 68%(114944).</i></p> <p><i>The goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points.</i></p>							
	68% (114944)	73% (25)					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<p><b>3B. Florida Alternate Assessment:</b> Percentage of students making learning gains in reading.</p>	<p>3B.1.  <b>N/A</b></p>	3B.1.	3B.1.	3B.1.	3B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>4A. FCAT 2.0:</b> Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Struggling students typically have a very limited vocabulary and poor word attack and context clue skills. Additionally, students seem to grasp the general comprehension benchmark questions, however, questions containing any type of inferencing, drawing conclusions, or</p>	<p>4A.1. During small group instruction teachers will focus half the lesson on vocabulary development. Utilizing word walls/jars, readers, word arrays, vocabulary concept maps, and other authentic vocabulary development activities daily which will build students' knowledge</p>	<p>4A.1. <ul style="list-style-type: none"><li>● Administration</li><li>● Literacy Leadership Team</li></ul></p>	<p>4A.1. Assessments focusing on students' knowledge of word meanings, word relationships, structural analysis, and context clues</p> <p>Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</p>	<p>4A.1. Formative: Mini-Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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	<p>implied meaning has proven to be a obvious weakness</p>	<p>of word meaning, word relationships, and context clue strategies. Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.</p> <p>Interventions will be provided to students daily for 30 minutes, through a small group-rotational model, based</p>					
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		<p>upon students' needs, such as:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for extra drill.</li> <li>• Provide study guide.</li> <li>• Reduce quantity of material.</li> <li>• Provide instruction</li> </ul>					
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		al mat eria ls gea red to stu den t's lev el of bas ic skill s.					
<p><u>Reading Goal #4A:</u></p> <p><i>The district data of students in the lowest 25% making learning gains on the 2012 FCAT is 70% (29630).</i></p> <p><i>The goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	70% (29630)	75% (26)					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>	4B.1.  <b>N/A</b>	4B.1.	4B.1.	4B.1.	4B.1.		
<b>Reading Goal #4B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	58	62	66	69	73	77
<u>Reading Goal #5A:</u> <b>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p> <p>As noted on the administration of the 2012 FCAT 2.0 Reading Assessment, Hispanic subgroup did not make satisfactory progress in reading.</p> <p>Overall, students exhibit a need for additional instructional support and exposure to experiences with instructional activities that target benchmarks that fall under Categories 2 and 3 Reading Application and Literary Analysis: Fiction and Non-Fiction.</p>	<p>5B.1.</p> <p><b>READING APPLICATION:</b></p> <p>-Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>-Provide practice in making inferences and drawing conclusions within and across texts.</p> <p>-Identify a correct summary statement. The author's perspective should be recognizable in text.</p> <p>-Ensure focus on what the author thinks and feels. Main idea may be stated or implied.</p> <p>-Provide practice in identifying topics and themes within and across texts.</p> <p><b>LITERARY ANALYSIS:</b></p>	<p>5B.1.</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Literacy Leadership Team</li> </ul>	<p>5B.1.</p> <p>Monitor data from FAIR reports, computer programs, classroom observations, and assessment data.</p> <p>Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</p>	<p>5B.1.</p> <p>Formative: FAIR, District, and School-site assessment data</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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		<p>- Teach students to identify and interpret elements of story structure within and across texts.</p> <p>- Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?"</p> <p>-Use poetry to practice identifying descriptive language that defines moods and provides imagery.</p> <p>-Note how authors use figurative language such as similes, metaphors, and personification.</p> <p>-Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.</p>					
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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The district data presents the subgroups by ethnicity making satisfactory progress in reading on the 2012 FCAT for Hispanic is 58% (81717)</i></p> <p><i>The goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic subgroup making satisfactory progress in reading on the 2012 FCAT is by 6 percentage points.</i></p>							
	White: Black: Hispanic: 58% (81717) Asian: American Indian:	White: Black: Hispanic: 64% (22) Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. As noted on previous administrations of the FCAT 2.0 Reading Assessment the ELL subgroup struggle with Category 1-Vocabulary. Therefore, vocabulary is always an area of focus for the ELL population's instructional needs and activities. Appropriate and timely</p>	<p>5C.1. ELL students will be targeted within the first three weeks of the current school year and will monitor student progress using monthly data. Tutoring will be during the school year. Intermediate students will also be given push-in ELL instruction using the district approved</p>	<p>5C.1. Administration Literacy Leadership Team</p>	<p>5C.1. Monitor data from computer programs, classroom observations, and assessment data and use it to modify instructional plans  Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</p>	<p>5C.1. Formative: pre and posttest, FAIR data, School-site assessment data, and computer program reports.  Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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	<p>placement of students in interventions and tutorial programs has been a hindrance.</p> <p>Language barriers are always an obstacle for an ELL population.</p>	<p>supplemental phonics, vocabulary, and spelling programs.</p>					
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<p><u>Reading Goal #5C:</u></p> <p><i>The district data indicates that the percentage of ELL making satisfactory progress in reading on the 2012 FCAT is 39% (12536)</i></p> <p><i>The goal for the 2012-2013 school year is to increase the percentage of ELL students making satisfactory progress in reading on the 2012 FCAT is by 9 percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>39% (12536)</p>	<p>48%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		



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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5E.1. As noted on the administration of the 2012 FCAT 2.0 Reading Assessment, Economically Disadvantaged (ED) subgroup did not make satisfactory progress in reading. Overall, students exhibit a need for additional instructional support and exposure to experiences with instructional</p>	<p>5E.1. Providing students with books they can take home each nine weeks and keep in order to help build their home libraries. Keeping a log of the books they have read for the school year and receiving incentives. Additionally, requiring students to use Renaissance Learning at home through the student</p>	<p>5E.1. <ul style="list-style-type: none"><li>• Administration</li><li>• Instructional Support Staff</li><li>• Literacy Leadership Team</li></ul></p>	<p>5E.1. Monitor data from FAIR reports, computer programs, classroom observations, and assessment data. Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</p>	<p>5E.1. Formative: FAIR, District, and School-site assessment data  Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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	<p>activities that target benchmarks that fall under Categories 2 and 3 Reading Application and Literary Analysis: Fiction and Non-Fiction.</p> <p>A lack of recreational reading outside of school, lack of computers and internet at home coupled with the need for daily reading and independent reading practice</p>	<p>portal. Track students' progress and reward with incentives</p>					
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	presents						
Reading Goal #5E:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p><i>The district data indicates that the percentage of Economically Disadvantaged (ED) making satisfactory progress in reading on the 2012 FCAT is 49% (77991)</i></p> <p><i>The goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged (ED) students making satisfactory progress in reading on the 2012 FCAT is by 7 percentage points.</i></p>							
	49% (77991)	56%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida Continuous Improvement Model (FCIM)	K-5	Contracted Services (Tri-Star)	Classroom teachers, grades K-1	August 6 <sup>th</sup> and Teacher planning days	FAIR testing scores, classroom assessments	Administration, LLT,
Best Practices for Assessments Training	K-5	Contracted Services (Tri-Star)	Classroom teachers	Sept. 26 <sup>th</sup> and Ongoing	Observation, Benchmark assessments	Administration, LLT,
Data Analysis & IFCS Development ( Data Disaggregation)	3-5	Contracted Support/ Consultant	Classroom teachers	Sept. 26 <sup>th</sup> and Quarterly	FCAT scores, Benchmark assessments	Administration, LLT,
MTSS/RTI	K-5	Contracted Support/ Consultant	Classroom teachers	Sept. 26 <sup>th</sup> and Quarterly	Observations, Leadership Team Meetings, Classroom Assessments, Interim Assessments	Administration, LLT,

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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
Supplemental reading materials for small-group instruction and tutoring.	Workbooks	SAC funds	\$.00
Materials needed to run off reports and make copies for tutoring and small-group instruction.	Paper/Ink/Toner	SAC funds	\$
<b>Subtotal:</b>	\$00		
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Reading Goals*



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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p><b>1. Students scoring proficient in listening/speaking.</b></p>	<p>1.1. As noted on the 2012 CELLA Assessment, an area of deficiency was the listening and speaking</p> <p>Students were unable to speak in English and understand spoken English that is at or above grade level due to the limited exposure to English at home.</p>	<p>1.1. Students participate in shared reading by listening to a passage and extracting the main idea.</p> <p>Students participate in shared reading, asking them to identify the main idea.</p> <p>-Use of Simple, Direct Language : Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student gain a better understanding of what is being said:</p> <ul style="list-style-type: none"> <li>● restate complex sentences as a</li> </ul>	<p>1.1.</p> <ul style="list-style-type: none"> <li>● Administration</li> </ul>	<p>1.1.</p> <ul style="list-style-type: none"> <li>● Consistent monitoring of student progress/ data and modifications of instructional plans on listening and speaking to ensure improved understanding of spoken English</li> <li>● Ongoing classroom assessments with the data being analyzed by administration and leadership teams to make adjustments, as necessary, to instructional plans.</li> </ul>	<p>1.1. Classroom assessment</p> <p>2013 CELLA Assessment.</p>	
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		<p>sequence of simple sentences;</p> <ul style="list-style-type: none"> <li>● avoid or explain use of idiomatic expressions (repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves).</li> <li>● restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted;</li> <li>● pause often to allow students to process what they hear;</li> <li>● provide specific explanations of key words and special or technical vocabulary, using examples and nonlinguistic props</li> </ul>				
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		<p>when possible; use everyday language; and</p> <ul style="list-style-type: none"> <li>• provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).</li> </ul>				
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<p><u>CELLA Goal #1:</u>  <i>As noted on the 2012 CELLA across the district, students achieved 45% (30634) proficiency in Listening/Speaking.</i>  <i>The goal for the 2013 CELLA is to increase proficiency by 5 percentage points.</i></p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>45% (30634)</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read grade-level text in English in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p><b>2. Students scoring proficient in reading.</b></p>	<p>2.1. As noted on the 2012 CELLA and FCAT Assessments, an area of deficiency was reading, specifically Vocabulary.</p> <p>Students' require support in higher order thinking / critical thinking skills as well as support to improve comprehension of vocabulary</p>	<p>2.1. Build academic vocabulary in English through small group direct instruction across the Language Arts curriculum.</p> <p>Key vocabulary is emphasized and presented in various context to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement.</p> <p>Students will use context clues to determine the meaning of unfamiliar words.</p>	<p>2.1.</p> <ul style="list-style-type: none"> <li>● Administration</li> <li>● Instructional Support Staff</li> </ul>	<p>2.1.</p> <ul style="list-style-type: none"> <li>● Consistent monitoring of student progress/ data and modifications of instructional plans to meet students' needs thus leading to improved comprehension of English content</li> </ul>	<p>2.1.</p> <p>Formative: Teacher classroom and interim assessments</p> <p>Summative: 2013 CELLA</p>	
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		Students will explain how text features (e.g. charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid readers understanding.				
<p><u>CELLA Goal #2:</u></p> <p><i>As noted on the 2012 CELLA across the district, students achieved 28% (18507) proficiency in Reading.</i></p> <p><i>The goal for the 2013 CELLA is to increase proficiency by 7 percentage points.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	28% (18507)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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<p><b>3. Students scoring proficient in writing.</b></p>	<p>2.1. As noted on the 2012 CELLA and FCAT Assessments, an area of deficiency was writing.</p> <p>Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing</p>	<p>2.1. Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.</p> <p>Develop school wide writing standard by developing/ composing posters.</p> <p>Teachers will work collaboratively with ELL teacher during planning.</p> <p>Create a topic board with sticky notes to record topics students discuss and post them.</p> <p>Encourage illustrations and provide graphic organizers</p> <p>Provide time for peer-to-peer and student-to-teacher discussion prior to writing</p> <p>Students will write or dictate their stories in Their Native Language</p>	<p>2.1. Administration.</p>	<p>2.1.  <ul style="list-style-type: none"> <li>• Consistent monitoring of student progress/ data and modifications of instructional plans to improve students' writing</li> </ul> </p>	<p>2.1. Formative: Teachers' bi-weekly assessments</p> <p>Summative: 2013 CELLA</p>	
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		Establish Writer's Circles and exposure to wide variety of writing experiences (journaling, letter writing, poetry, stories)				
<p><b>CELLA Goal #3:</b></p> <p><i>As noted on the 2012 CELLA across the district, students achieved 27% (18338) proficiency in Writing.</i></p> <p><i>The goal for the 2013 CELLA is to increase proficiency by 8 percentage points.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	27% (18338)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1A. FCAT 2.0:	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
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<p>Students scoring at Achievement Level 3 in mathematics.</p>	<p>A common area of deficiency as noted on the 2012 Mathematics Assessment for grades 3-5 is in Geometry and Measurement. Students struggle with the conceptual understanding of geometric properties and measurement</p>	<p>Inventory and/or purchase and distribute manipulatives in the primary grades and departmentalize intermediate grades to consolidate materials. Conduct vertical planning to reinforce attributes of shapes, size and position, dimensional geometric shapes, and transitive properties</p>	<p>Administration  Leadership Team</p>	<p>Provide time during department /grade level meetings to share best practices and reflect on additional needs. Review frequent assessment data reports to ensure progress is being made and adjust instruction as needed.  Review ongoing classroom assignments and assessments  Classroom walkthroughs to document the use of manipulatives.  Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</p>	<p>Formative: Classroom and interim assessments  District Interim data reports  Student work  Summative: Results from 2013 FCAT Mathematics Assessment</p>		
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		<p>in the primary grades to prepare and support application of two and three dimensional shapes in the intermediate grades.</p> <p>Increase the use of manipulative and hands-on activities to reinforce math concepts through real-world activities.</p>					
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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>				
<p><i>As a new school, we will use the District's overall student performance data to establish the current and expected performance.</i></p> <p><i>The district performance of students achieving level 3 proficiency on the 2012 FCAT Mathematics Assessment is 28% (44523).</i></p> <p><i>The goal for the 2012-2013 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 4 percentage points.</i></p>						

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	28% (44523)	32% (11)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.  <b>N/A</b>	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2A. FCAT 2.0:</b> Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1.  A common area of deficiency as noted on the 2012 Mathematics Test for grades 3-5 is in Geometry and Measurement.  Students struggle to master conceptual understanding of geometric properties and measurement</p>	<p>2a.1.  Provide context for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.  Provide grade level appropriate</p>	<p>2a.1.  Administration  Leadership Team</p>	<p>2a.1.  Collaboration with teachers during planning to assist with development of lessons that utilize manipulatives, includes literacy strategies, and provides grade-level appropriate activities that support conceptual understanding of geometric properties and measurement.  Review of student work, journals and teacher lesson plans  Classroom walkthroughs  Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</p>	<p>2a.1.  Teacher observations  Formative: Classroom and interim assessments  Student work  Summative: Results from 2013 FCAT Mathematics Assessment.</p>		
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	<p>activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-</p>					
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		<p>dimensional shapes/objects</p> <p>Infuse literacy in mathematics through that promotes the use of math terminology, specifically geometry and measurement terms, in journals that allow student reflection about what they learned and the use of books about geometry as lesson lead-ins.</p>					
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Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The district performance of students achieving level 4 and 5 on the 2012 FCAT Mathematics Assessment is 28% (44763).</i></p> <p><i>The goal for the 2012-2013 school year is to improve student achievement by increasing the percentage of students achieving level 4 and 5 by 2 percentage points.</i></p>							
	28% (44763)	30% (10)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b> Percentage of students making learning gains in mathematics.</p>	<p>3A.1. The area of deficiency as noted on the 2012 administration of the FCAT  Mathematics Test was Numbers and Operations  Absence of daily opportunities to engage in real-world situations using whole numbers, fractions and decimals while solving non-</p>	<p>3A.1. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.  Foster the use of meanings of numbers to create strategies for solving problems and</p>	<p>3A.1. Administration  Leadership Team</p>	<p>3A.1. Review ongoing classroom assignments and assessments that target higher order thinking activities  Review of student performance data from school-wide mini-assessments every two (2) weeks and modification of instructional plan accordingly</p>	<p>3A.1. Formative: Benchmark assessments and District Interim data reports  Summative: Results from 2013 FCAT Mathematics Assessment</p>		
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	<p>routine problems.</p>	<p>responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.</p> <p>Provide the instructional support needed for students to develop quick recall of</p>					
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		<p>addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Provide opportunities for students</p>					
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		to verify the reasonableness of number operation results, including in problem situations.					
<u>Mathematics Goal #3A:</u> <i>The district performance of students making learning gains on the 2012 FCAT Mathematics Assessment is 68% (94278).  The goal for the 2012-2013 school year is to improve student achievement by increasing the percentage of students making learning gains by 5 percentage points.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	68% (94278)	73% (25)					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.  <b>N/A</b>	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Mathematics Goal #3B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>4A. FCAT 2.0:</b> Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. As noted on the 2012 FCAT Mathematics Assessment, students have not mastered concepts in Geometry and Measurement is an area of deficiency.  The students need to build prior knowledge and fill gaps in basic mathematical concepts.</p>	<p>4A.1. Identify the Lowest 25% in each grade 3-5 based on assessment data.  Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for</p>	<p>4A.1. Administration Leadership Team</p>	<p>4A.1. Review data from assessments to ensure progress is being made and adjust interventions as needed</p>	<p>4A.1. Formative: Benchmark assessments and District Interim data reports  Summative: Results from 2013 FCAT Mathematics Assessment</p>		
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	<p>practice.</p> <p>Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experience</p>					
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	<p>s in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface</p>					
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		area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.					
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<u>Mathematics Goal</u> <u>#4A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p><i>The district performance of students in the lowest 25% making learning gains on the 2012 FCAT Mathematics Assessment is 66% (22909).</i></p> <p><i>The goal for the 2012-2013 school year is to improve student achievement by increasing the percentage of students in the lowest 25% making learning gains by 5 percentage points.</i></p>							
	66% (22909)	71% (24)					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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<p><b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4B.1.  <b>N/A</b></p>	<p>4B.1.</p>	<p>4B.1.</p>	<p>4B.1.</p>	<p>4B.1.</p>		
<p><u>Mathematics Goal #4B:</u>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	
		<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.3.</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	57	61	65	69	73	77
<u>Mathematics Goal #5A:</u>  <b>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: Black: Hispanic: 60% (63577) Asian: American Indian:  Based on 2012 FCAT Mathematics Assessment, the Hispanic subgroup struggles with Geometry and Measurement and Numbers and Operations.</p>	<p>5B.1.  Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.  Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.</p>	<p>5B.1.  Administration</p>	<p>5B.1.  Review data from assessments to ensure progress is being made and adjust interventions as needed</p>	<p>5B.1.  Formative: Benchmark assessments and District Interim data reports  Summative: Results from 2013 FCAT Mathematics Assessment</p>		
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<p><u>Mathematics Goal #5B:</u>  <i>The district data indicates the subgroups by ethnicity making satisfactory progress in mathematics on the 2012 FCAT for Hispanic is 60% (63577)</i>   <i>The goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic subgroup making satisfactory progress in mathematics on the 2012 FCAT is by 3 percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>White: Black: Hispanic: 60% (63577) Asian: American Indian:</p>	<p>White: Black: Hispanic: 63% Asian: American Indian:</p>				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1. It has been noted on the 2012 FCAT Mathematics administration, that the ELL subgroup needs support in Number and Operations is an area of deficiency. The ELL subgroup has not mastered the understanding of English language which has impeded student growth</p>	<p>5C.1. Use literature in mathematics to provide the necessary meaning for ELL students to successfully grasp concept and allow students to make connections with real world situations. Provide contexts for mathematical exploration and the development of student understanding</p>	<p>5C.1. Administration Leadership Team</p>	<p>5C.1. Leadership Team and instructional support will monitor lesson plans to insure that mathematical terminology are embedded throughout each lesson, journals written by students reflect math terms learned and that there are interactive vocabulary strategies used in conjunction with each lesson  Review data from assessments to ensure progress is being made and adjust interventions as needed</p>	<p>5C.1. Formative: Mini benchmark assessments.  Summative: Results from 2013 FCAT Mathematics Assessment</p>		
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	with mathematical concepts.	ending of number and operations through the use of manipulatives and engaging opportunities for practice.					
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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The district data indicates that the percentage of ELL making satisfactory progress in mathematics on the 2012 FCAT is 49% (12752)</i></p> <p><i>The goal for the 2012-2013 school year is to increase the percentage of ELL students making satisfactory progress in mathematics on the 2012 FCAT is by 5 percentage points.</i></p>							
	49% (12752)	54%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	



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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>	<p>5E.1. Based on 2012 FCAT Mathematics Assessment, the subgroup Economically Disadvantaged struggles with Geometry and Measurement and Numbers and Operations. There is a need for consistent implementation of small group instruction during the mathematics</p>	<p>5E.1. Engage students in activities to use technology and hands-on/engaging resources to promote math concepts. Provide PD for Teacher's on differentiated instruction and math programs, Go Math, during the math instructional block. Utilize differentiated instruction in small</p>	<p>5E.1. Administration Instructional Support Staff Leadership Team</p>	<p>5E.1. Leadership Team will monitor lesson plans to ensure that differentiated instructional strategies and use of technology are reflected in plans and are implemented in instructional block.  Review data from assessments to ensure progress is being made and adjust interventions as needed</p>	<p>5E.1. Formative: Mini benchmark assessments.  Summative: Results from 2013 FCAT Mathematics Assessment</p>		
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	<p>cal instruction al block.</p>	<p>groups to meet the needs of students that need intervention.</p> <p>Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement</p>					
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		ent concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.					
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Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The district data indicates that the percentage of Economically Disadvantaged (ED) making satisfactory progress in mathematics on the 2012 FCAT is 52% (63324)</i></p> <p><i>The goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged (ED) students making satisfactory progress in reading on the 2012 FCAT is by 4 percentage points.</i></p>							
	52% (63324)	56%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

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		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
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*End of Elementary School Mathematics Goals*



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**Middle School Mathematics Goals**

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

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

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

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

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

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

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

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

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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<u>Mathematics Goal #5B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.  <b>N/A</b>	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	



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

*End of Middle School Mathematics Goals*

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**Florida Alternate Assessment High School Mathematics Goals**

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

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

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

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

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<p><b>4. Florida Alternate Assessment:</b>  <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4.1.   <b>N/A</b></p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><b>Mathematics Goal #4:</b>   <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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

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



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

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

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

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Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

*End of Algebra 1 EOC Goals*

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

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

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



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

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

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

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

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

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

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

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

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

Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM Training	Grade K-5	Contracted Support/ Consultant	All Teachers	August 2012	Grade Level Meetings	Leadership Team
Differentiated Instruction Workshop/ Training	Grade K-5	District and Contracted Support/ Consultant	All Mathematics Teachers	Fall, 2012 and Ongoing	Student work folders/Classroom visits	Leadership Team, and Administration
Go Math Training	Mathematics	District	All Mathematics Teachers	Ongoing	Independent activities and classroom observations (both formal/informal)	Administration/Facilitator, Instructional Support Specialist
Data Analysis and IFC Development	Mathematics	Administration	All Mathematics Teachers	Ongoing	Data Chats, Planning Meetings	Administration and Instructional Support
Best Practices in using manipulative to enhance student learning	Mathematics Grades K-5	Mathematics Teachers	Mathematics Teachers in Grades 3-5	Ongoing	Classroom observations	Administration and Instructional Support

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

**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
Supplemental math materials for small-group instruction and tutoring.	Workbooks	SAC funds	\$0.00
<b>Subtotal: \$1250.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Watch online math tutorials.	BrainPop and other resources	SAC funds	\$
<b>Subtotal: \$00.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Incentives for attending tutoring.	Math games, pencils, notebooks	SAC funds	\$250.00
<b>Subtotal: \$250.00</b>			
<b>Total: \$2000.00</b>			

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1A. FCAT 2.0:</b> Students scoring at Achievement Level 3 in science.</p>	<p>1a.1. A noted area of deficiency based upon the 2012 FCAT 2.0 Science Assessment is Earth and Space Science.  Students have little content knowledge in this area and do not understand how to develop and apply higher order thinking skills</p>	<p>1a.1. Provide students with opportunities to compare, contrast, interpret, analyze and explain earth and space concepts during inquiry based hands on laboratory activities monthly.  Utilize the state developed item specifications to focus instruction on those medium to high</p>	<p>1a.1. Administration  Leadership Team</p>	<p>1a.1. Classroom walkthroughs and review of science assessment data to monitor progress and make adjustments to instructional plans, as needed  Review of instructional plans and observation of planning sessions to ensure adjustments are made to support targeted interventions based on student needs.</p>	<p>1a.1. Formative: Classroom science assessments, Interim assessments  Summative: 2013 FCAT Science Assessment</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>cognitive questions that will increase critical thinking skills.</p> <p>Provide interventions and tutorials for 30 minutes at least three times a week</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The district performance of students achieving level 3 on the 2012 FCAT Science Assessment is 32% (16836).</i></p> <p><i>The goal for the 2012-2013 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 4 percentage points.</i></p>							
	32% (16836)	36% (5)					

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

		<p>1a.2. A noted area of deficiency based upon the 2012 FCAT 2.0 Science Assessment is The Nature of Science.</p>	<p>1a.2. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking</p> <p>Provide opportunities for students to experience the scientific method by participating in the District Science Fair</p> <p>Integration of literacy in science to enhance scientific meaning through writing, talking, and reading science.</p>	<p>1a.2. Administration  Leadership Team</p>	<p>1a.2. Review and observation of instructional planning and delivery through classroom walkthroughs</p> <p>Students' Scientific journal</p> <p>Monitoring and ensuring school participation in District Science Fair</p> <p>Analysis of on-going science assessments</p> <p>Review data from assessments to ensure progress is being made and adjust interventions as needed</p>	<p>1a.2. Formative: Classroom science assessments, Interim assessments</p> <p>Summative: 2013 FCAT Science Assessment</p> <p>District Science Fair results</p> <p>Teacher evaluations</p>	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

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



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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>2A. FCAT 2.0:</b> Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1. An area noted as continually deficient is Nature of Science based up on the 2012 FCAT Science Test results.  Students are unable to think critically about the scientific process, such as making predictions, collecting and analyzing data, drawing conclusions and designing</p>	<p>2a.1. Teachers will develop an inquiry based classroom where critical thinking and science investigations are integrated into all science content areas.  Implement training and support during instructional planning on content specific concepts/ skills to support the</p>	<p>2a.1. Administration Leadership Team</p>	<p>2a.1. Classroom walkthroughs and review of science assessment data to monitor progress  Review of instructional plans and observation of planning sessions to ensure strategies are included to support scientific thinking.</p>	<p>2a.1. Formative: Classroom science assessments, Interim assessments  Summative: 2013 FCAT Science Assessment  Teacher evaluations</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<p>experiments to test</p> <p>creation of inquiry based learning in science.</p> <p>Teachers will also develop three higher order questions, directly aligned to the benchmarks, to be posed to the class, which will be documented in daily lesson plans</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Science Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The district performance of students achieving level 4 and 5 on the 2012 FCAT Science Assessment is 13% (6963).</i></p> <p><i>The goal for the 2012-2013 school year is to improve student achievement by increasing the percentage of students achieving level 4 and 5 by 2 percentage points.</i></p>							
	13% (6963)	15% (2)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<p><b>2B. Florida Alternate Assessment:</b> Students scoring at or above Level 7 in science.</p>	2B.1.  N/A	2B.1.	2B.1.	2B.1.	2B.1.		

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

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

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

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

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

*End of Florida Alternate Assessment High School Science Goals*

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

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

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

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	<b>ent</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>	1.1. <b>N/A</b>	1.1.	1.1.	1.1.	1.1.		
<b>Biology 1 Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1. <b>N/A</b>	2.1.	2.1.	2.1.	2.1.		
<b>Biology 1 Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							



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

*End of Biology I EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities for Science: Focus on Life/Environmental Science and Earth Space Science	Grades 3-5	Science teachers	PLC leaders and members	Monthly	Interim Testing	Administrator and Instructional Support
District workshops on implementing hands-on science in the classroom.	Grades 3-5	District Science Trainers	3 <sup>rd</sup> – 5 <sup>th</sup> Grade Teachers	September – May, as provided by the District	Classroom walk-throughs Lesson Plans	Administrator
District workshops on Science Fair Projects	Grades 3-5	District Science Trainers	3 <sup>rd</sup> – 5 <sup>th</sup> Grade Teachers		Participation in the Science Fair	Administrator and Instructional Support

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

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

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 Rule 6A-1.099811  
 Revised April 29, 2011

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Offer Special events with to reinforce real world connections to science.	Science materials and incentives for Science Night.	FTE	\$250.00
<b>Subtotal:</b>	\$250.00		
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
GIZMO	Software	Implementation Grant	\$2500.00
<b>Subtotal:</b>	\$2500.00		
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1A. FCAT:</b> Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. A noted area of deficiency on the 2012 administration of the FCAT 2.0 Writing Assessment is Support and Conventions.  The writing application skills; elaboration and expanding on details demonstrated to be deficient. Additionally, students exhibited inadequate use of precise</p>	<p>1A.1. Students will develop their writer's craft to incorporate specific details to elaborate on in the planning process and more exposure to mentor text.  Students will be provided with more exposure to mentor text and more practice using graphic organizers to develop thought processes and</p>	<p>1A.1. Administration Leadership Team</p>	<p>1A.1. Analyze Data from monthly writing prompts and adjust instruction as needed.</p>	<p>1A.1. Formative: Data from monthly writing assessments  Summative: 2013 FCAT Writing Assessment</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<p>word choices and bright expression of ideas through varied language techniques.</p> <p>Students also lack strong peer editing/ conferencing skills and a deep understanding and application of conventions.</p>	<p>writer's craft.</p> <p>Multiple opportunities to read and examine mentor text will allow students to identify examples of precise word choice; vivid expressions of ideas and writer's craft.</p> <p>Teachers will incorporate and analyze state provided exemplar sets and Mentor Text to</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<p>demonstrate effective writing that includes elaboration and detail such as imagery, simile, sensory language, and magnified moments.</p> <p>Teachers will model elaboration and details, grammar usage, and conventions appropriately during whole group and small group writing</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		Instruction				
<p><u>Writing Goal #1A:</u></p> <p><i>As a new school, we will use the District's overall student performance data to establish the current expected performance.</i></p> <p><i>The District data of the 2012 FCAT Writing Test indicates that 80% (61739) of students achieved a level 3 and higher in writing.</i></p> <p><i>The goal for the 2012-2013 school year is to increase the percentage of students achieving a level 3 or higher in writing by 2 percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>80% (61739)</p>	<p>82% (9)</p>				



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

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

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD – Best Practices in using manipulative to enhance student learning	Writing Grade 4	Writing Teachers	Writing Teachers Grade 4	August 20 <sup>th</sup> and Ongoing	Teachers and Reading Coach will examine student monthly essays at grade level	Administration and Instructional Support
District Rubric Training	Writing Grade 4	District and Writing Teachers	Writing Teachers Grades 4	August 20 <sup>th</sup> and Ongoing	Independent activities and classroom observations (both formal/informal)	Administration and Instructional Support
Writing Best Practices	Grades 1-5	District	Writing Teachers Grades K-5	August 20 <sup>th</sup> and Ongoing	Journal entry/evidence of use within classroom	Administration and Instructional Support

**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
Provide student incentives during Writing Tutorials/Interventions	Student Incentives	SAC	\$250.00

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<b>Subtotal: \$250.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Promethean Board	Anchor Paper	Implementation Grant	\$1500.00
<b>Subtotal: \$1500.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of 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]).

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

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

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

**Civics Professional Development**

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

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

*End of Civics Goals*

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

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

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

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



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

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**U.S. History Professional Development**

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

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

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1. Attendance</b></p>	<p>1.1. Student truancy has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. In addition, parents may not fully understand the impact associated</p>	<p>1.1. Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. Establish school environments that support healthy eating and physical activity. Provide students with health, mental health, and social</p>	<p>1.1 Leadership Team</p>	<p>1.1 Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.</p>	<p>1.1. Attendance Bulletins</p>		
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	<p>with student attendance and academic progress.</p> <p>Due to chronic fatigue/tiredness, students tend to exhibit a pattern of tardiness</p>	<p>services to address healthy eating, physical activity, and related chronic disease prevention .</p> <p>Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services.</p>					
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<p><b>Attendance Goal #1:</b></p> <p><i>Our goal for this year is to increase attendance to 94.69% by minimizing absences due to illness and truancy and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.</i></p> <p><i>Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>93.69% (345800)</p>	<p>94.69% (108)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					

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	112190	106581					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	85606	81326					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	



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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Faculty Meetings: School staff will learn about the attendance policy and various strategies which will help to monitor attendance and communicate concerns to parents.	K-5/ Attendance	Administration and Clerical Staff	All teachers, Counselor, and Clerical Staff	Monthly Faculty Meeting	The attendance clerk will follow up with any teachers who are not monitoring and initialing the daily attendance bulletin. Teachers of students with excessive unexcused absences will also show evidence of verbal and/or written communication to parents regarding attendance.	Administration/Clerical Staff

**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

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Provide student incentives for excellent attendance.	Student Incentives.	SAC	\$ .00
<b>Subtotal: \$ .00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1. Suspension</b></p>	<p>1.1. The noted deficiency is student unawareness of proper behavior in school and the consequences that will result from improper behavior  Inability to communicate and promote the understanding of the school-wide behavioral/ discipline model.</p>	<p>1.1. Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a Schoolwide Discipline Plan.  Conduct parent workshops to provide parents with an overview/ understanding of the behavioral model.  Provide counseling for the student and parent through “alternate to suspension” and assistance</p>	<p>1.1. Administration Leadership Team</p>	<p>1.1. On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.</p>	<p>1.1. Administrator log for students who are recognized for complying with the School Code of Conduct along with district suspension rate.  Parent sign-in log for attendance to workshops.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		from outside agencies, such as local law enforcement					
Suspension Goal #1: <i>Our goal for the 2012-2013 school year is to maintain the total number of suspensions at 0%.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	41430	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	23562	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	36701	0					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	21850	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Discipline Plan	All Staff	Administration	School Wide Participation	August 8 <sup>th</sup> and Ongoing	Classroom walkthroughs and both formal and informal observations will be used to ensure that teachers utilize the Student Code of Conduct with fidelity.	School Leadership Team
Student Code of Conduct	All Staff	Administration	School Wide Participation	August 8 <sup>th</sup> and Ongoing	Ensure that faculty and staff are enforcing the Student Code of Conduct through drop-in formal and informal observations within the classroom and school grounds.	School Leadership Team
Character Education	All Staff	Administration	School Wide Participation	August 8 <sup>th</sup> and Ongoing	Pre/Posttests Character Lesson Plans	School Leadership Team

**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

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

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

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



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

**Dropout Prevention Professional Development**

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

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**Dropout Prevention Budget** (Insert rows as needed)

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Parent Involvement</b></p>	<p>1.1. Schools usually don't utilize it's available resources (website, mass emails, robo-calls) effectively so parents receive clear, consistent and timely communication,. This forces parental reliance on "word of mouth" to receive most information regarding school matters.</p>	<p>1.1. Publish and actively advertise all school events in the school calendar website.  Send invitations/reminders to parents via mass emails.  Ensure all written communications are provided in a timely manner and are followed up by phone calls home ensuring parents are aware of current events and</p>	<p>1.1. Administration  Leadership Team</p>	<p>1.1. Administration will be re-visiting at the end of each month the events of the following month, and make sure that there is enough advertisement and notice given to the parents.  Parents will be surveyed about the effectiveness, quality, and practical value of the training/event they attended.  Review sign in sheets / logs to determine the number of limited English proficient parents attending school or community events.</p>	<p>1.1. Events attendance logs, survey data, and workshop attendance records.  Sign in sheets and Volunteer hours sheet</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		pertinent information					
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
<i>Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school-wide activities to 100%.</i>							
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
		100% (20 hours of community service hours for parents					
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

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

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

*End of Parent Involvement Goal(s)*

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>In alignment with Florida’s STEM Education Initiative, ACE’s goal is to strengthen math and science education. This would include, but is not limited to providing students with a basic understanding of scientific and mathematical principles, a working knowledge of computer hardware and software, and/or problem solving skills developed by STEM coursework. Therefore, ACE strives to have 100% implementation of STEM principles and goals for the 2012-2013 school year.</p>	<p>1.1.</p> <p>Students need increased exposure to a curriculum that fosters project-based learning and connects STEM principle with the inclusion of science, math, and technology in coursework and/or instruction.</p>	<p>1.1.</p> <p>Develop a plan that supports the implementation of a quality program</p> <p>Identify, select the needs of the school and resources available to support STEM</p> <p>Structure instructional plans with STEM attributes/standards to promote student use of STEM</p>	<p>1.1</p> <p>Administration Leadership Team</p>	<p>1.1.</p> <p>Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.</p> <p>Classroom walkthroughs monitor use of STEM strategies and implementation rubrics</p> <p>Monitor lesson plans and collaborative planning sessions</p>	<p>1.1.</p> <p>Meeting minutes</p> <p>STEM implementation plan</p>



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	<p>1.2.</p> <p>Limited understanding of STEM standards/ attributes and rubric for implementation</p>	<p>1.2.</p> <p>Assess staff knowledge and understanding of STEM</p> <p>Provide targeted training on strategies that support the implementation of STEM, such as training on how to use C-PALMS which is an online standards-based resource system helps educators not only find peer- and expert-reviewed resources for exhibits, camps, teacher professional development and other initiatives, but also share their own resources for review and distribution worldwide.</p> <p>Ensure teachers incorporate and utilize STEM rubrics for monitoring of implementation</p>	<p>1.2.</p> <p>Administration</p> <p>Instructional Support Staff</p> <p>Leadership Team</p>	<p>1.2</p> <p>Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.</p> <p>Classroom walkthroughs monitor use of STEM strategies and implementation rubrics</p> <p>Monitor lesson plans and collaborative planning sessions</p>	<p>1.2.</p> <p>STEM implementation Rubric</p> <p>Classroom assessments</p> <p>Teacher observations</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

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**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
C-PALMS	K-5	District and/or Instructional Support	All Teachers	Oct. 22 <sup>nd</sup> and Monthly	Review of Lesson Plans and monitoring of collaborative planning sessions to ensure inclusion of STEM strategies	Administration and Instructional Support

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

*End of STEM Goal(s)*

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

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

**CTE Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>                  Please note that each Strategy does not require a</p>						
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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			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CTE Goal(s)*

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**Additional Goal(s)**

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

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

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**Additional Goals Professional Development**

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



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

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

*End of Additional Goal(s)*

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

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

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<b>Grand Total:</b>
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**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

X  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.
Help Develop and monitor implementation of the SIP through ongoing data analysis.

Describe the projected use of SAC funds.	Amount
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Incentives for students to promote writing	\$250.00
Incentives for students to promote science	\$250.00