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: Roberts Elementary	District Name: Leon
Principal: Kim McFarland	Superintendent: Jackie Pons
SAC Chair: Erma Sever	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Kim McFarland	Ed. Leadership Certified Elementary/Early Childhood National Board Certified	5	11	Roberts Elementary 2011-12 Grade A – Not AYP 2010-11 Grade B – Not AYP 2009-10 Grade A – Not AYP 2008-09 Grade A – Not AYP Swift Creek Middle 2007-08 Grade A – Not AYP 2006-07 Grade A – Not AYP Oak Ridge Elementary 2005-06 Grade C – Not AYP
Assistant Principal	Carmen Conner	Elementary Education (BS) Elementary Education (Med) Ed. Leadership Certified National Board Certified	2	2	Roberts Elementary 2011-12 Grade A – Not AYP

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Lisa Crowe	Elementary Ed (BS) Curriculum/Instruction: Reading (Masters)	1	1	Gilchrist Elementary 2011-12 Grade A – AYP 2010-12 Grade A – AYP 2009-10 Grade A – AYP 2008-09 Grade A – AYP 2011-12 Reading High Standards – 82% Learning Gains – 74% Lowest 25% -- 60%

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Involve current employees in the interview process for hiring employees	Principal	On-going
2. Schedule support groups for new teachers	Assistant Principal	On-going
3. Allow teacher autonomy	Administration	On-going
4. Maintain communication through faculty and team meetings	Administration	On-going
5. Provide choices for start and end times for teacher work day	Principal	August 2012

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
61	3 (2)	15 (9)	36 (22)	46 (28)	34 (21)	100(61)	10 (6)	18 (11)	18 (11)

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
Kathy Douglas	Brianna Hughes	Mentor is an experienced teacher	The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for feedback coaching and planning.

Frances Homme	Katie Hinrichs	Mentor is an experienced teacher	The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for feedback coaching and planning.

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

<u>Additional Requirements</u>

*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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.   **Principal**: Provides vision. Ensures that the school-based team is implementing MTSS. Ensures implementation of intervention support. Ensures adequate professional development is provided to support MTSS. Communicates with outside stakeholders regarding school-based MTSS.   **Select ESE Teachers** (Varying Exceptionalities, Speech and Language, Gifted): Provides information about intervention instruction. Participates in student data collection. Collaborates with general education teachers.   **Select General Education Teachers**: Provides information about core instruction. Participates in student data collection. Collaborates with other staff to ensure appropriate instruction and support.   **School Psychologist**: Participates in collection, interpretation, and analysis of data. Facilitates implementation of intervention plans.   **School Referral Coordinator**: Conducts initial screening for students having academic difficulties. Schedules MTSS meetings. Gathers progress monitoring data.   **District Program Specialist**: Participates in collection, interpretation, and analysis of data. Facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?   The school MTSS Leadership Team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets once a week. The review of data will facilitate identification of students who are not meeting/exceeding benchmarks or are at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs, the team will identify professional development and resources needed.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?   The MTSS Leadership Team works with other school personnel to help develop the SIP. The members provide data, help set expectations for instruction, and suggest strategies that will ensure attainment of instructional goals.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.   Baseline data is obtained through the FAIR and AIMSweb assessment and previous test information. The data is made available through the use of the Progress Monitoring and Reporting Network (PMRN). Progress monitoring is obtained through the administration of FAIR, benchmark assessments, and SM5. Midyear data is obtained through FAIR assessments, benchmark assessments, teacher constructed tests, and SM5. End of year data is obtained through FAIR, AIMSweb, SM5, and FCAT.
Describe the plan to train staff on MTSS.   Professional development will be provided during monthly Professional Learning Communities. In addition, training will be provided during common planning time and team meetings.
Describe the plan to support MTSS. Grade level teams will meet monthly with the MTSS team to review data and discuss any needed curriculum or instructional changes. All data will be housed in Think Central, Data Director and in AIMSweb so members of the team can access information easily. Changes in student placement or with curriculum will be made with the input of the team.

Literacy Leadership Team (LLT)

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

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). * At least one teacher from each grade level * At least one ESE teacher * Media Specialist * Reading Coach * Principal
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The purpose of the LLT is to monitor student progress in reading, as well as to promote literacy and encourage a love of reading for students of all ages. The LLT meets monthly to review SM5 reports and other progress monitoring data and discuss interventions for students not making acceptable progress. Strategies are also discussed to ensure that students reading at a higher level remain challenged. LLT members share information discussed and decisions made with the other teachers on their grade level.
What will be the major initiatives of the LLT this year? The TTL will analyze data and monitor the strategies for each reading objective in the School Improvement Plan. Members will also plan school activities and events to promote literacy.

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.

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

Elementary Title I Schools Only: Pre-School Transition

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

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

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

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. State mandates have put constraints on the amount of time for each subject area.	1A.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	1A.1. Classroom teachers	1A.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	1A.1. Class schedules
Reading Goal #1A: **24% of all students will meet reading proficiency by scoring a level 3 on the 2013 FCAT.**	2012 Current Level of Performance:* **25 % (105)**	2013 Expected Level of Performance:* **24 % (104)**					
			1A.2. It is difficult to find time to incorporate independent reading in the day's schedule.	1A.2. Teachers and administrators have developed a school-wide implementation plan for the new Accelerated Reader.	1A.2. Classroom teachers; Media Specialist	1A.2. Teacher-supervised computer lab available before school for AR quiz taking; Regular review of Accelerated Reader reports by classroom teachers	1A.2. Accelerated Reader reports; Number of students participating in semester AR celebration
			1A.3. Due to the class size mandate, intervention groups are larger and less fluid.	1A.3. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	1A.3. Classroom teachers	1A.3. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	1A.3. Progress monitoring data and charts provided to RTI team
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Curriculum is designed to meet the needs of regular pupil progression students.	1B.1. Explore alternate curriculum options to meet the needs of special pupil progression students.	1B.1. Classroom teachers	1B.1. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	1B.1. Progress monitoring data and charts provided to RTI team
Reading Goal #1B: **The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA.**	2012 Current Level of Performance:* **0%**	2013 Expected Level of Performance:* **0%**					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. State mandates have put constraints on the amount of time for each subject area.	2A.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	2A.1. Classroom teachers	2A.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	2A.1. Class schedules
Reading Goal #2A: **59% of all students will meet Reading proficiency by scoring a 4 or higher on the 2013 FCAT.**	2012 Current Level of Performance:* **58% (248)**	2013 Expected Level of Performance:* **59 % (249)**					
			2A.2. It is difficult to find time to incorporate independent reading in the day's schedule.	2A.2. Teachers and administrators have developed a school-wide implementation plan for the new Accelerated Reader.	2A.2. Classroom teachers; Media Specialist	2A.2. Teacher-supervised computer lab available before school for AR quiz taking; Regular review of Accelerated Reader reports by classroom teachers	2A.2. Accelerated Reader reports; Number of students participating in semester AR celebration
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Curriculum is designed to meet the needs of regular pupil progression students.	2B.1. Explore alternate curriculum options to meet the needs of special pupil progression students.	2B.1. Classroom teachers	2B.1. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	2B.1. Progress monitoring data and charts provided to RTI team
Reading Goal #2B: **The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA.**	2012 Current Level of Performance:* **100% (1)**	2013 Expected Level of Performance:* **100% (3)**					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.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
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. State mandates have put constraints on the amount of time for each subject area.	3A.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	3A.1. Classroom teachers	3A.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	3A.1. Class schedules
Reading Goal #3A: **72% of all students will make learning gains on the 2013 FCAT.**	2012 Current Level of Performance:* **71% (201)**	2013 Expected Level of Performance:* **72 % (202)**					
			3A.2. It is difficult to find time to incorporate independent reading in the day's schedule.	3A.2. Teachers and administrators have developed a school-wide implementation plan for the new Accelerated Reader.	3A.2. Classroom teachers; Media Specialist	3A.2. Teacher-supervised computer lab available before school for AR quiz taking; Regular review of Accelerated Reader reports by classroom teachers	3A.2. Accelerated Reader reports; Number of students participating in semester AR celebration
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. State mandates have put constraints on the amount of time for each subject area.	4A.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	4A.1. Classroom teachers	4A.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	4A.1. Class schedules
Reading Goal #4: **63% of all students in the lowest 25% will make learning gains on the 2013 FCAT.**	2012 Current Level of Performance:* 62% (34)	2013 Expected Level of Performance:* 63% (35)					
			4A.2. It is difficult to find time to incorporate independent reading in the day's schedule.	4A.2. Teachers and administrators have developed a school-wide implementation plan for the new Accelerated Reader.	4A.2. Classroom teachers; Media Specialist	4A.2. Teacher-supervised computer lab available before school for AR quiz taking; Regular review of Accelerated Reader reports by classroom teachers	4A.2. Accelerated Reader reports; Number of students participating in semester AR celebration
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
<u>Reading Goal #5A:</u> **Roberts Elementary will reduce the achievement gap in reading by 8.3% based on the 2013 FCAT.**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. State mandates have put constraints on the amount of time for each subject area.	5B.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	5B.1. Classroom teachers	5B.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	5B.1. Class schedules	
<u>Reading Goal #5B:</u> **The students not making adequate progress in reading will be reduced by 8.3% based on the 2013 FCAT.**	<u>2012 Current Level of Performance:*</u> White:10 (31) Black: 46 (33) Hispanic:26 (5) Asian:26 (5) American Indian:	<u>2013 Expected Level of Performance:*</u> White:9(30) Black:45 (32) Hispanic:25(4) Asian:25(4) American Indian:	White: Black: Hispanic: Asian: American Indian:				
		5B.2. Due to the class size mandate, intervention groups are larger and less fluid.	5B.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	2B.2. Classroom teachers	2B.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	2B.2. Progress monitoring data and charts provided to RTI team	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: **We do not have any ELL student data.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. State mandates have put constraints on the amount of time for each subject area.	5D.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	5D.1. Classroom teachers	5D.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time.	5D.1. Class schedules
Reading Goal #5D: **We will reduce the percentage of students not making satisfactory progress in reading by 1% on the 2013 FCAT.**	2012 Current Level of Performance:* **58%(45)**	2013 Expected Level of Performance:* **57%(44)**					
			5D.2. Due to the class size mandate, intervention groups are larger and less fluid.	5D.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	5D.2. Classroom teachers	5D.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	5D.2. Progress monitoring data and charts provided to RTI team
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. State mandates have put constraints on the amount of time for each subject area.	5E.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	5E.1. Classroom teachers	5E.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time.	5E.1. Class schedules
Reading Goal #5E: **We will reduce the percentage of economically disadvantaged students not making adequate progress by 1% on the 2013 FCAT.**	2012 Current Level of Performance:* **49% (38)**	2013 Expected Level of Performance:* **48% (37)**					
			5E.1. Due to the class size mandate, intervention groups are larger and less fluid.	5E.1. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	5E.1. Classroom teachers	5E.1. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	5E.1. Progress monitoring data and charts provided to RTI team
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Setting Learning Goals and Monitoring Progress	PreK-5	Team Leaders	All grade levels; ESE; Special Areas	Monthly	Classroom Walkthroughs, Informal and Formal Observations	Administrators; Peers
Re-teaching after Benchmark Assessment/Differentiating Instruction	PreK-5	Lead Teachers	All academic teachers	At least once each nine weeks	Lesson plans; Data Evaluation; Classroom Observations	Administrators; Reading Coach
Read-Aloud Strategies	PreK-5	Reading Coach	All PreK-5 Reading teachers	Monthly	Lesson Plans; Classroom Observations	Administrators; Reading Coach

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

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

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
1A.2. Teachers and administrators have developed a school-wide implementation plan for the new Accelerated Reader.	Accelerated Reader Program	District	$0.00
Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	Reading Mastery materials Corrective Reading materials Imagine It materials	Instructional Materials	$22,772.09
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

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

<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
<u>CELLA Goal #1:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #2:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Percent of Students Proficient in Reading:</u> *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
		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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. State mandates have put constraints on the amount of time for each subject area.	1A.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	1A.1. Classroom teachers	1A.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	1A.1. Class schedules
Mathematics Goal #1A: **26% of all students will meet math proficiency by scoring a level 3 on the 2013 FCAT.**	2012 Current Level of Performance:* **27 % (113)**	2013 Expected Level of Performance:* **26% (112)**					
			1A.2. Due to the class size mandate, intervention groups are larger and less fluid.	1A.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	1A.2. Classroom teachers	1A.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	1A.2. Progress monitoring data and charts provided to RTI team
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. Curriculum is designed to meet the needs of regular pupil progression students.	1B.1. Explore alternate curriculum options to meet the needs of special pupil progression students.	1B.1. Classroom teachers	1B.1. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	1B.1. Progress monitoring data and charts provided to RTI team
Mathematics Goal #1B: **The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on the FAA.**	2012 Current Level of Performance:* **100% (1)**	2013 Expected Level of Performance:* **100% (3)**					
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. State mandates have put constraints on the amount of time for each subject area.	2A.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	2A.1. Classroom teachers	2A.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	2A.1. Class schedules
Mathematics Goal #2A: **55% of all students will meet Math proficiency by scoring a 4 or higher on the 2013 FCAT.**	2012 Current Level of Performance:* **54% (228)**	2013 Expected Level of Performance:* **55% (229)**					
			2A.2. Due to the class size mandate, intervention groups are larger and less fluid.	2A.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	2A.2. Classroom teachers	2A.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	2A.2. Progress monitoring data and charts provided to RTI team
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Curriculum is designed to meet the needs of regular pupil progression students.	2B.1. Explore alternate curriculum options to meet the needs of special pupil progression students.	2B.1. Classroom teachers	2B.1. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	2B.1. Progress monitoring data and charts provided to RTI team
Mathematics Goal #2B: **The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on the FAA.**	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **100% (3)**					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. State mandates have put constraints on the amount of time for each subject area.	3A.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	3A.1. Classroom teachers	3A.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	3A.1. Class schedules
Mathematics Goal #3A: **82% of all students will make learning gains on the 2013 FCAT.**	2012 Current Level of Performance:* **81% (232)**	2013 Expected Level of Performance:* **82% (233)**					
			3A.2. Due to the class size mandate, intervention groups are larger and less fluid.	3A.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	3A.2. Classroom teachers	3A.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	3A.2. Progress monitoring data and charts provided to RTI team
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. State mandates have put constraints on the amount of time for each subject area.	4A.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	4A.1. Classroom teachers	4A.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	4A.1. Class schedules
Mathematics Goal #4: **68% of all students in the lowest 25% will make learning gains on the 2013 FCAT.**	2012 Current Level of Performance:* **67% (50)**	2013 Expected Level of Performance:* **68% (51)**					
			4A.2. Due to the class size mandate, intervention groups are larger and less fluid.	4A.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	4A.2. Classroom teachers	4A.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	4A.2. Progress monitoring data and charts provided to RTI team
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
<u>Mathematics Goal #5A:</u> **In six years Roberts Elementary will reduce the achievement gap in math by 8.3%.**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. State mandates have put constraints on the amount of time for each subject area. White: Black: Hispanic: Asian: American Indian:	5B.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	5B.1. Classroom teachers	5B.1. Monitor class schedules to determine if adjustments are needed to maximize instructional time	5B.1. Class schedules	
<u>Mathematics Goal #5B:</u> **The students not making adequate progress in math will be reduced by 8.3% based on the 2013 FCAT.**	<u>2012 Current Level of Performance:*</u> White:13% (39) Black:51% (36) Hispanic:32% (6) Asian: 0% American Indian:	<u>2013 Expected Level of Performance:*</u> White:12% (38) Black:50% (35) Hispanic:31% (5) Asian: 0% American Indian:						
			5B.2. Due to the class size mandate, intervention groups are larger and less fluid.	5B.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	5B.2. Classroom teachers	5B.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	5B.2. Progress monitoring data and charts provided to RTI team	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: **We do not have any ELL student data.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.2. Due to the class size mandate, intervention groups are larger and less fluid.	5D.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	5D.2. Classroom teachers	5D.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	5D.2. Progress monitoring data and charts provided to RTI team
Mathematics Goal #5D: **We will reduce the percentage of students not making satisfactory progress in math by 1% on the 2013 FCAT.**	2012 Current Level of Performance:* **56% (44)**	2013 Expected Level of Performance:* **55% (43)**					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. State mandates have put constraints on the amount of time for each subject area.	5E.1. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	5E.1. Classroom teachers	5E.1.Monitor class schedules to determine if adjustments are needed to maximize instructional time	5E.1. Class schedules
Mathematics Goal #5E: **We will reduce the percentage of economically disadvantaged students not making adequate progress by 1% on the 2013 FCAT.**	2012 Current Level of Performance:* 49% (38)	2013 Expected Level of Performance:* 48% (37)					
			5E.2. Due to the class size mandate, intervention groups are larger and less fluid.	5E.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	5E.2. Classroom teachers	5E.2. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	5E.2. Progress monitoring data and charts provided to RTI team
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. **Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.* / **2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* 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.	

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

End of Middle School Mathematics Goals

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

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

Florida Alternate Assessment High School Mathematics Goals

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

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

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
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* 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

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

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

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

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

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

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
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:* **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* 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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Setting Learning Goals and Monitoring Progress	PreK-5	Team Leaders	All grade levels; ESE; Special Areas	Monthly	Classroom Walkthroughs, Informal and Formal Observations	Administrators; Peers
Re-teaching after Benchmark Assessment/Differentiating Instruction	PreK-5	Lead Teachers	All academic teachers	At least once each nine weeks	Lesson plans; Data Evaluation; Classroom Observations	Administrators; Reading Coach

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

<u>Mathematics Budget</u> (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
1A.2. Instructional assistants and co-teachers are supporting the inclusion model in order to meet the needs of struggling students.	Go Math Materials Number Worlds Materials	Instructional Materials	$4,515.30
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of 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]).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. State mandates require Tier 3 students to have extended time for reading instruction which prevents them from receiving science instruction.	1A.1. Teachers will use science content-based text in the reading curriculum.	1A.1. Classroom teachers	1A.1. Teachers will ensure that the reading curriculum will incorporate science concepts and vocabulary	1A.1. Lesson plans
Science Goal #1A: **36% of all students will meet science proficiency by scoring a level 3 on the 2013 FCAT.**	2012 Current Level of Performance:* **37% (53)**	2013 Expected Level of Performance:* **36% (52)**					
			1A.1. State mandates require Tier 3 students to have extended time for reading instruction which prevents them from receiving science instruction.	1A.1. Teachers will use science content-based text in the reading curriculum.	1A.1. Classroom teachers	1A.1. Teachers will ensure that the reading curriculum will incorporate science concepts and vocabulary	1A.1. Lesson plans
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Curriculum is designed to meet the needs of regular pupil progression students.	1B.1. Explore alternate curriculum options to meet the needs of special pupil progression students.	1B.1. Classroom teachers	1B.1. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	1B.1. Progress monitoring data and charts provided to RTI team
Science Goal #1B: **The percentage of identified students proficient in science will increase by at least 1% as evidenced by performance on the FAA.**	2012 Current Level of Performance:* **0% (0)**	2013 Expected Level of Performance:* **100% (3)**					
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. State mandates require Tier 3 students to have extended time for reading instruction which prevents them from receiving science instruction.	2A.1. Teachers will use science content-based text in the reading curriculum.	2A.1. Classroom teachers	2A.1. Teachers will ensure that the reading curriculum will incorporate science concepts and vocabulary	2A.1. Lesson plans
Science Goal #2A: **43% of all students will exceed science proficiency by scoring a level 4 or 5 on the 2013 FCAT.**	2012 Current Level of Performance:* **42% (61)**	2013Expected Level of Performance:* **43%(62)**					
			2A.1. State mandates require Tier 3 students to have extended time for reading instruction which prevents them from receiving science instruction.	2A.1. Teachers will use science content-based text in the reading curriculum.	2A.1. Classroom teachers	2A.1. Teachers will ensure that the reading curriculum will incorporate science concepts and vocabulary	2A.1. Lesson plans
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			1B.1. Curriculum is designed to meet the needs of regular pupil progression students.	1B.1. Explore alternate curriculum options to meet the needs of special pupil progression students.	1B.1. Classroom teachers	1B.1. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	1B.1. Progress monitoring data and charts provided to RTI team
Science Goal #2B: **The percentage of identified students proficient in science will increase by at least 1% as evidenced by performance on the FAA.**	2012 Current Level of Performance:* **100% (1)**	2013Expected Level of Performance:* **100% (1)**					
			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

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

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

Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

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

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

End of Biology 1 EOC Goals

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

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Setting Learning Goals and Monitoring Progress	PreK-5	Team Leaders	All grade levels; ESE; Special Areas	Monthly	Classroom Walkthroughs, Informal and Formal Observations	Administrators; Peers
Re-teaching after Benchmark Assessment/Differentiating Instruction	PreK-5	Lead Teachers	All academic teachers	At least once each nine weeks	Lesson plans; Data Evaluation; Classroom Observations	Administrators; Reading Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Materials	Fusions Science Materials	No cost	$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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

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]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. The new state requirements, with a higher focus on conventions, have been implemented, but with no adaptive rubric or teacher training.	1A.1. Teachers will attend trainings and will collaborate among grade levels.	1A.1. Classroom teachers	1A.1. Teachers will seek , and participate in, training opportunities; Teachers will share and discuss with peers	1A.1. WUR; Benchmark writing assessments
Writing Goal #1A: **87% of all students will meet writing proficiency by scoring a level 3 or higher on the 2013 FCAT.**	2012 Current Level of Performance:* 86%(124)	2013 Expected Level of Performance:* 87%(125)					
			1A.2. Students who were promoted with interventions lack the necessary skills needed to achieve Level 3.	1A.2. Students struggling in writing will receive intensive remediation daily.	1A.2. Classroom teachers	1A.2. Remediation will reflect a deeper understanding of the writing process	1A.2. WUR; Benchmark writing assessments
			1A.3. State mandates have put constraints on the amount of time for each subject area.	1A.3. Teams have worked collaboratively to devise efficient schedules to maximize instructional time.	1A.3. Classroom teachers	1A.3. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	1A.3. Progress monitoring data and charts provided to RTI team
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Curriculum is designed to meet the needs of regular pupil progression students.	1B.1. Explore alternate curriculum options to meet the needs of special pupil progression students.	1B.1. Classroom teachers	1B.1. Monitor progress of students in RTI meetings with grade levels. Make adjustments to classroom instruction through specific curriculum or instructional methods.	1B.1. Progress monitoring data and charts provided to RTI team
Writing Goal #1B: **100% of students will score a 4 or higher of the FAA writing assessment.**	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 100%(3)					
			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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Setting Learning Goals and Monitoring Progress	PreK-5	Team Leaders	All grade levels; ESE; Special Areas	Monthly	Classroom Walkthroughs, Informal and Formal Observations	Administrators; Peers
Re-teaching after Benchmark Assessment/Differentiating Instruction	PreK-5	Lead Teachers	All academic teachers	At least once each nine weeks	Lesson plans; Data Evaluation; Classroom Observations	Administrators; Reading Coach

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

	Total:

End of Writing Goals

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

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

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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]).

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

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

60

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

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

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]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Students missing valuable academic instruction for planned/unplanned events and trips.	1.1. Continue to monitor attendance and contact parents as needed; give incentives for students who have good attendance	1.1. Attendance secretary	1.1. Monitor attendance records	1.1. Attendance rate at the end of the school year
Attendance Goal #1: We will maintain our high daily attendance rate.	2012 Current Attendance Rate:* 96.35%	2013 Expected Attendance Rate:* 97%					
	2012 Current Number of Students with Excessive Absences (10 or more) 186	2013 Expected Number of Students with Excessive Absences (10 or more) 175					
	2012 Current Number of Students with Excessive Tardies (10 or more) 221	2013 Expected Number of Students with Excessive Tardies (10 or more) 215					
			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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Continue to monitor attendance and contact parents as needed; give incentives for students who have good attendance	Lanyard Pins	Flex Budget/Principal's Discretionary	$250.00
			Subtotal:
			Total:

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

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)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: The total number of in-school and out-of-school suspensions will be decreased.	2012 Total Number of In –School Suspensions 41	2013 Expected Number of In- School Suspensions 38	1.1. Inconsistency with behavioral expectations and consequences	1.1. Continue school-wide Positive Behavior Program	1.1. Administration	1.1. Monitor discipline data from Educator's Handbook	1.1. Educator's Handbook
	2012 Total Number of Students Suspended In-School 23	2013 Expected Number of Students Suspended In -School 20					
	2012 Total Number of Out-of-School Suspensions 22	2013 Expected Number of Out-of-School Suspensions 19					
	2012 Total Number of Students Suspended Out- of- School 12	2013 Expected Number of Students Suspended Out- of-School 9					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Continue school-wide Positive Behavior Program	Lanyard Pins for Good Behavior/Incentives for Skill of the Week	Flex Budget/Principal's Discretionary	$1000.00
			Subtotal:
			Total:

End of Suspension Goals

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

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

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

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Volunteer/mentor hours will increase by 10%	2012 Current Level of Parent Involvement:* 3,176 hours	2013 Expected Level of Parent Involvement:* 3,493 hours	1.1. Volunteers are unaware of the documenting process and/or don't take the time to do so	1.1. Educate parents on the way in which to log volunteer hours; explain the purpose and stress the importance	1.1. PTO officers	1.1. Volunteer hours will be monitored	1.1. PTO volunteer login webpage; event sign-in sheets
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: **55% of all students will meet Science proficiency by scoring a 4 or higher on the 2013 FCAT.**	1.1. State mandates require Tier 3 students to have extended time for reading instruction which prevents them from receiving science instruction.	1.1. Teachers will use science content-based text in the reading curriculum.	1.1. Classroom teachers	1.1. Teachers will ensure that the reading curriculum will incorporate science concepts and vocabulary	1.1. Lesson plans
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Setting Learning Goals and Monitoring Progress	PreK-5	Team Leaders	All grade levels; ESE; Special Areas	Monthly	Classroom Walkthroughs, Informal and Formal Observations	Administrators; Peers
Re-teaching after Benchmark Assessment/Differentiating Instruction	PreK-5	Lead Teachers	All academic teachers	At least once each nine weeks	Lesson plans; Data Evaluation; Classroom Observations	Administrators; Reading Coach

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

72

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

<u>**Additional Goal(s)**</u>

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal <u>Additional Goal #1:</u> Health and wellness activity opportunities for faculty and staff will increase.	<u>2012 Current Level :*</u> **5 opportunities were offered**	<u>2013 Expected Level :*</u> **At least 6 opportunities will be offered throughout the school year**	1.1. Planning events and activities that meet the needs and interests of school personnel, as well as scheduling at times that are convenient.	1.1. Interest surveys will be sent out to faculty and staff; activities and events will be planned based on the results	1.1. Wellness coordinator and Wellness Committee	1.1. Varied health and wellness events and activities will be publicized and promoted. Participation will be encouraged.	1.1. Participation at health and wellness events
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $22,772.09
CELLA Budget	
	Total:
Mathematics Budget	
	Total: $4,515.30
Science Budget	
	Total: 0
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:$250.00
Suspension Budget	
	Total:$1000.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$28,537.39

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☒Yes ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☒ Yes ☐ No

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

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

Describe the projected use of SAC funds.	Amount
	$0