

# FLORIDA DEPARTMENT OF EDUCATION



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## 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: Chester Shell Elementary School	District Name: Alachua
Principal: Elizabeth S. Hartwell	Superintendent: Dr. Dan Boyd
SAC Chair: Meredith Henry	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Elizabeth S. Hartwell	BA Special Education MA – Educational Leadership Certifications: Educational Leadership Specific Learning Disab.	0	5	First two years of administration were spent as Assistant Principal for Curriculum at Fort Clarke Middle School in Gainesville, Florida. Fort Clarke was an ‘A’ school during both of these years. The past three years have been as an Assistant Principal at Hawthorne Middle High School. The grades during these years were: 2009-10 (D), 2010-11 (C), 2011-12 (pending.) While HMHS struggled with student proficiency, there was considerable growth in the learning

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		School Principal Reading Endorsement			gains of the lowest 25%, especially in the area of mathematics.
Assistant Principal	N/A				

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Liana Glanville	Specialist in Math, Science and Gifted Education Reading Endorsement Early Childhood ESOL Gifted Endorsement Educational Leadership	0	4	
Kagan	Melody Hofstetter	BS in Elementary Education from University of Florida, ESOL certification nearly completed Reading Endorsement	6	6	08-09 3 of 8 schools made an A, 1 a B and 2 were C's. Two schools made AYP. 07-08 Both assigned schools achieved "A" grades.
Digital Educator / Media Specialist	Mary Gennette Gailey	1973 BS in Education 1978 M. ED. Early Childhood Elementary Reading Media Specialist Supervision	4	4	08-09 School Grade: A AYP: No  07-08 School Grade: C AYP No  06-07 School Grade A AYP: No

### 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
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1. Job fairs – attend regional, host local	District Personnel, Principal	Ongoing
2. Partner new teachers and new to school teachers with veteran staff.	Principal	Ongoing
3. Provide on-going professional development and provision of substitutes and/or stipends	Principal, District and Title 1 Staff	Ongoing
4. Provide new teachers with a mentor coach.	District staff, Principal	Ongoing

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### *Non-Highly Effective Instructors*

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
<ol style="list-style-type: none"> <li>1. Teachers out of field = 0</li> <li>2. Paraprofessionals out of field = 0</li> <li>3. Teachers not highly qualified = N/A – waiting for State VAM Scores</li> </ol>	

### *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
16	19% (3)	19%(3)	19%(3)	44%(7)	31%(5)	100%	13%(2)	0%	25%(4)

### *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
Melody Hofstetter	Julie McCay/Sarah Parsons	Ms. Hofstetter has extensive experience in Elementary curriculum as well as Kagan structures	District activities as well as weekly sessions at our school site

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Debbie Gallagher	Kristin Paulson	Ms. Gallagher is the district supervisor for Fine Arts. This will assist Ms. Paulson in teacher her Art classes	District activities as well as weekly sessions at our school site

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### Additional Requirements

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

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

Title I, Part A <ul style="list-style-type: none"><li>• Extended School Year</li><li>• Pull-out tutorial</li><li>• Professional Development</li><li>• Professional Learning Communities</li><li>• Parent Involvement Activities including communication and professional development</li></ul>
Title I, Part C- Migrant <ul style="list-style-type: none"><li>• Migrant tutor</li><li>• Support/resources for family school</li><li>• Supplemental academics</li><li>• Academic coordinator</li></ul>
Title I, Part D <ul style="list-style-type: none"><li>• N/A</li></ul>
Title II <ul style="list-style-type: none"><li>• Literacy Coach</li><li>• Mentor Coach</li><li>• Digital Educators</li><li>• Kagan Professional Development</li></ul>
Title III <ul style="list-style-type: none"><li>• Supplementary materials (ie dictionaries, translated materials)</li><li>• District provided ELL instructional support (ie tutors, translators)</li></ul>
Title X- Homeless <ul style="list-style-type: none"><li>• District provided Homeless coordinator</li></ul>



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<ul style="list-style-type: none"><li>• Materials (i.e. uniforms, bookbags, school supplies, coats)</li><li>• Social Services referrals</li></ul>
Supplemental Academic Instruction (SAI) <ul style="list-style-type: none"><li>• N/A</li></ul>
Violence Prevention Programs <ul style="list-style-type: none"><li>• Bully Prevention</li><li>• Positive Behavior Support</li><li>• Too Good for Drugs</li><li>• Character Education</li></ul>
Nutrition Programs <ul style="list-style-type: none"><li>• Fresh Fruit and Vegetable Program</li><li>• Back Packs for Hunger</li><li>• Summer Meals program</li><li>• SBAC Food and Nutrition Department website w/supplemental educational resources and lesson plans.</li></ul>
Housing Programs <ul style="list-style-type: none"><li>• N/A</li></ul>
Head Start <ul style="list-style-type: none"><li>• Instructional Staff</li><li>• Materials and supplies</li><li>• Participation in school wide events</li><li>• Transition to Kindergarten programs</li><li>• Exceptional Student Education for Head Start students (Speech/Language, DD)</li></ul>
Adult Education <ul style="list-style-type: none"><li>• N/A</li></ul>
Career and Technical Education <ul style="list-style-type: none"><li>• Career Day</li></ul>

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Job Training <ul style="list-style-type: none"><li>• N/A</li></ul>
Other <ul style="list-style-type: none"><li>• N/A</li></ul>

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. <ul style="list-style-type: none"><li>• Principal</li><li>• Student Services Personnel – Guidance Counselor, Behavior Resource Teacher</li><li>• Instructional Specialists – Curriculum Resource Teacher, Tutors, FCIMS facilitators</li><li>• General Education Teachers</li><li>• Psychologist</li><li>• Nurse (as need)</li><li>• ESE Teacher (as needed)</li><li>• Speech/Language Pathologist (as needed)</li><li>• Vision Teacher (as needed)</li><li>• OT and PT (as needed)</li><li>• ESE Teacher Specialist (as needed)</li><li>• Technology Specialists (as needed)</li><li>• District Behavior Specialist (as needed)</li></ul>
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? ROLE <ul style="list-style-type: none"><li>• The RtI Leadership team focuses on developing and maintaining a problem-solving system designed to bring out the best in our school, our teachers and our students both academically, socially and behaviorally.</li></ul> MEETING PROCESS <ul style="list-style-type: none"><li>• The team meets at least monthly (and as needed) to review universal screening data, on-going progress monitoring data at class and grade levels for instructional decisions. The data is also used to identify students who are meeting or exceeding benchmarks, or are at moderate/high risk for not meeting benchmarks. The team identifies necessary professional development and resources.</li><li>• For students identified as at risk or in need of additional support, plans are developed to provide improvement in the areas of concern. Follow-up meetings are conducted at regular intervals (6-8 weeks) to review implementation and progress as well as to determine further needs.</li></ul>
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? ROLES/FUNCTIONS <ul style="list-style-type: none"><li>• Principal ensures common vision and leadership in data driven decision making, implementation of appropriate assessment, interventions, and professional development</li></ul>

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aligned with RtI as well as communication with parents.

- Student Services Personnel including the Guidance counselor and behavior Resource Teacher, provide services and expertise on the individual assessment and interpretation of intervention data, program/intervention design and implementation on an individual basis as well as linking families with resources in school and in the community to support academic, social, emotional and behavior success.
- Instructional Specialists including the curriculum Resource Teacher, facilitators and coaches provide guidance in curriculum development, data driven interventions, assessment, ongoing monitoring, systematic pattern analysis, professional development and technical assistance appropriate for Tier 1, Tier 2 and Tier 3 intervention plans.
- General Education Teachers provide information about core instruction, deliver Tier 1 instruction/intervention, participate in data collection, collaborate in the development and implementation of Tier 2/3 interventions, integrate Tier 1 materials and instruction with Tier 2/3 activities.

### 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 includes FAIR as reported on Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT) as reported by DOE Assessment and Information Management System (AIMS), Ongoing Progress Monitoring (OPM via On Track Math, On Track Science, Reading and Math Benchmark testing), Writing Prompts, beginning of year reading, math, and fluency assessments. Behavior – Previous year’s behavior profile when available.
- Progress Monitoring: Curriculum Based Measurements (CBM, DARs, Weekly Chapter Tests, Unit Tests, Big Idea Assessments, Intervention Charting, FCAT Simulations.
- Mid-Year: Florida Assessments of Instruction in Reading (FAIR), On Track Science, On Track Math, Writing prompts and Reading/Math benchmarks.
- End of Year: FAIR, FCAT, On Track Math, On Track Science, Benchmark Reading, Math and Writing Prompt, End of the Year Math and Reading Assessments, End of the year Fluency measure.
- Behavior data will be monitored by the RtI team to set up interventions to help students improve their behavior.

Describe the plan to train staff on MTSS.

- Professional development is provided during teacher planning, common teacher planning time, small sessions throughout the year and Professional Learning Communities.
- The RtI team will evaluate additional professional development needs during regularly scheduled RtI Leadership team meetings.

Describe the plan to support MTSS.

- There will be regularly scheduled meetings of the RtI team in order to provide time for the team to work efficiently and effectively. If needed, teachers will be provided with substitutes in order for the General Education teachers to be a part of the team. Substitutes and release time will also be used for training the team members in the most up to date methods of RtI.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team includes the following staff:

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- Principal
- Curriculum Resource Teacher/FCIMS Coordinator
- District Literacy Coach
- Media Specialist
- Representative from each grade level team (classroom teacher)

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

- The LLT meets weekly to review school based concerns, calendars, student needs, etc.
- In addition, the LLT meets bi-weekly with Team Leaders and individually with teachers to discuss students/ curriculum, review data, identify trends/patterns/needs and identify potential interventions and/or strategies to assist student learning.

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

- Continued consistent follow-up on interventions across Tiers 1, 2 and 3.
- Development of quality Tier 2 and Tier 3 interventions for academics and behavior.
- Quality Tier 1 instruction across core curriculum areas with higher order/high yield teaching/questioning strategies.
- Print Rich Environments with implementation of the Gradual Release Model
- Student Work stations with Accountability.
- Consistent and correct use of Kagan structures and strategies

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

- **Supplemental Educational Services (SES) Notification**  
*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

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

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

Activities that promote kindergarten readiness skills are provided for Head Start/VPK parents that can be completed at home promoting appropriate kindergarten skill development. Head Start/VPK and kindergarten students are assessed using state approved assessment tools. Head Start provides services on campus. In the spring, the school hosts a Kindergarten Round-up to introduce families of incoming kindergarten children to Shell Elementary School. In addition a Kindergarten orientation is held. Head Start students participate in all school-wide student activities that would be deemed appropriate for their age. Parents of Head Start students are invited to all school abased events/activities.

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

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

N/A

### ***\*High Schools Only***

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

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

N/A

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

N/A

### ***Postsecondary Transition***

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

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

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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
<b>IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			<ul style="list-style-type: none"> <li>1A.1.Poor Entry level skills</li> </ul>	IA.1. <ul style="list-style-type: none"> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> <li>Higher order Questioning strategies</li> <li>Research based programs (Great Leaps,</li> </ul>	IA.1. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title I Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Science Lab</li> </ul>	IA.1. <ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	IA.1. <ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>
<b>Reading Goal #1A:</b> <i>Increase the number of students scoring level 3 or higher on FCAT Reading.</i>	<b>2012 Current Level of Performance:*</b> 33%(38) of students scored Level 3 or higher on FCAT reading..	<b>2013 Expected Level of Performance:*</b> 49%(43) of students will achieve Level 3 or higher on FCAT reading or reduce by 10% the number of non-proficient readers.					



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					UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)		
			<p>1A.2.</p> <ul style="list-style-type: none"> <li>Students time on task/out of class/poor attendance/tardiness</li> </ul>	<p>1A.2.</p> <ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> <li>EPTs</li> <li>Tutoring</li> <li>Work stations</li> <li>Extended Day</li> <li>Counseling</li> <li>RtI</li> <li>Tier 1 and Tier 2</li> <li>PBS</li> <li>Kagan</li> <li>Interactive White Boards</li> <li>Web based intervention</li> <li>Parent involvement</li> <li>PLC and activities</li> <li>Kagan</li> <li>Higher Order strategies</li> <li>Student Recognition programs</li> <li>Benchmark celebrations</li> </ul>	<p>1A.2.</p> <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Guidance Counselor</li> <li>BRT</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Parent Involvement Contact</li> </ul>	<p>1A.2.</p> <ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> </ul> <p>EPT/RtI follow up</p>	<p>1A.2.</p> <ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> <li>Benchmark testing</li> <li>FAIR</li> <li>FCAT</li> <li>Curriculum Specific Unit assessments</li> <li>Classroom Walk-throughs</li> <li>Instructional Review</li> <li>Observations</li> <li>Promotion panels</li> </ul>
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			•	•	•	•	•

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<b>Reading Goal #1B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
			•	•	•	•	•
			•	•	•	•	•

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. <ul style="list-style-type: none"> <li>Lack of Higher Order reasoning and experiences</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Enrichment activities</li> <li>Enrichment in extended day</li> <li>Small group explorations</li> <li>GEMS, AIMS, SECME</li> <li>Interactive Technology</li> <li>Collaborative Lesson Studies</li> <li>Literacy PLCs</li> <li>Kagan and CRISS Strategies</li> <li>Work Stations</li> <li>Higher Order Questions/Activities</li> <li>Student Recognition programs</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>Title I Tutors</li> <li>Teachers</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Gifted Teacher</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Data Chats</li> <li>Ongoing Progress Monitoring</li> <li>FCIMS</li> <li>Walkthroughs</li> <li>Observations</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>FCAT</li> <li>Benchmark Testing</li> <li>Program specific assessments</li> <li>Unit tests</li> <li>End of the Year assessments</li> </ul>
<b>Reading Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	13.8% (14) of students scored Level 4 or 5 on FCAT Reading.	35% (31) students will score Level 4 or 5 on FCAT Reading					
			2A.2. <ul style="list-style-type: none"> <li>Student Attitudes</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Parent Portal</li> <li>School websites</li> <li>Enrichment opportunities</li> <li>Student recognition programs</li> <li>Student artifacts</li> <li>Extended day enrichment</li> <li>PBS</li> <li>High Yield Strategies</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>Guidance Counselor</li> <li>BRT</li> <li>Title I Tutors</li> <li>Teachers</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Gifted Teacher</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Climate surveys</li> <li>Increased number of students participating in activities</li> <li>Increased number of students earning Principal's Honor Roll</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>FCAT</li> <li>Benchmark Testing</li> <li>Program specific assessments</li> <li>Unit tests</li> <li>End of the Year assessments</li> <li>Survey results</li> </ul>
						2A.3. <ul style="list-style-type: none"> <li>Lack of background knowledge and skills</li> </ul>	2A.3. <ul style="list-style-type: none"> <li>Enrichment activities</li> </ul>

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			<ul style="list-style-type: none"> <li>• Enrichment in extended day</li> <li>• Small group explorations</li> <li>• GEMS, AIMS, SECME</li> <li>• Interactive Technology</li> <li>• Collaborative Lesson Studies</li> <li>• Literacy PLCs</li> <li>• Kagan and CRISS Strategies</li> <li>• Work Stations</li> <li>• Higher Order Questions/Activities</li> <li>• Student Recognition programs</li> </ul>	<ul style="list-style-type: none"> <li>• CRT</li> <li>• Title I Tutors</li> <li>• Teachers</li> <li>• District Kagan Coach</li> <li>• District Literacy Coach</li> <li>• Gifted Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Progress Monitoring</li> <li>• FCIMS</li> <li>• Walkthroughs</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Testing</li> <li>• Program specific assessments</li> <li>• Unit tests</li> <li>• End of the Year assessments</li> </ul>
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Reading Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>		BA.1 <ul style="list-style-type: none"> <li>Poor Entry level skills</li> </ul>	BA.1. <ul style="list-style-type: none"> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> <li>Higher order Questioning strategies</li> <li>Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)</li> <li>Science Lab</li> </ul>	BA.1. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> </ul>	BA.1. <ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	BA.1. <ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>	
<b>Reading Goal #3A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	47%(33) students made gains in FCAT Reading	65% (37) students will make learning gains in Reading.					
			BA.2. <ul style="list-style-type: none"> <li>Students time on task/out of class/poor attendance /tardiness</li> </ul>	BA.2. <ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> <li>EPTs</li> </ul>	BA.2. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> </ul>	BA.2. <ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> </ul>	BA.2. <ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> <li>Benchmark testing</li> </ul>

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			<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Work stations</li> <li>• Extended Day</li> <li>• Counseling</li> <li>• Rtl</li> <li>• Tier 1 and Tier 2</li> <li>• PBS</li> <li>• Kagan</li> <li>• Interactive White Boards</li> <li>• Web based intervention</li> <li>• Parent involvement</li> <li>• PLC and activities</li> <li>• Kagan</li> <li>• Higher Order strategies</li> <li>• Student Recognition programs</li> <li>• Benchmark celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counselor</li> <li>• BRT</li> <li>• Title 1 Lead Teacher</li> <li>• Title 1 Teacher Tutor</li> <li>• District Kagan Coach</li> <li>• District Literacy Coach</li> <li>• Teachers</li> <li>• Parent Involvement Contact</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-throughs</li> <li>• Observations</li> <li>• Data Chats</li> <li>• RtI</li> <li>• Data Notebooks</li> <li>• EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>• FAIR</li> <li>• FCAT</li> <li>• Curriculum Specific Unit assessments</li> <li>• Classroom Walk-throughs</li> <li>• Instructional Review</li> <li>• Observations</li> <li>• Promotion panels</li> </ul>
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<b>Reading Goal #3B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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		BB.3.	BB.3.	BB.3.	BB.3.	BB.3.
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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>		4A.1 <ul style="list-style-type: none"> <li>Poor Entry level skills</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> <li>Higher order Questioning strategies</li> <li>Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)</li> <li>Science Lab</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>	
<b>Reading Goal #4:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>47% of students in the lowest quartile made gains in FCAT Reading</i>	<i>60% of students in the lowest quartile will make gains in FCAT Reading</i>					
			4A.2. <ul style="list-style-type: none"> <li>Students time on task/out of class/poor attendance /tardiness</li> </ul>	4A.2. <ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> <li>EPTs</li> </ul>	4A.2. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> </ul>	4A.2. <ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> </ul>	4A.2. <ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> <li>Benchmark testing</li> </ul>



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			<ul style="list-style-type: none"> <li>● Tutoring</li> <li>● Work stations</li> <li>● Extended Day</li> <li>● Counseling</li> <li>● Rtl</li> <li>● Tier 1 and Tier 2</li> <li>● PBS</li> <li>● Kagan</li> <li>● Interactive White Boards</li> <li>● Web based intervention</li> <li>● Parent involvement</li> <li>● PLC and activities</li> <li>● Kagan</li> <li>● Higher Order strategies</li> <li>● Student Recognition programs</li> <li>● Benchmark celebrations</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance Counselor</li> <li>● BRT</li> <li>● Title 1 Lead Teacher</li> <li>● Title 1 Teacher Tutor</li> <li>● District Kagan Coach</li> <li>● District Literacy Coach</li> <li>● Teachers</li> <li>● Parent Involvement Contact</li> </ul>	<ul style="list-style-type: none"> <li>● Walk-throughs</li> <li>● Observations</li> <li>● Data Chats</li> <li>● RtI</li> <li>● Data Notebooks</li> <li>● EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>● FAIR</li> <li>● FCAT</li> <li>● Curriculum Specific Unit assessments</li> <li>● Classroom Walk-throughs</li> <li>● Instructional Review</li> <li>● Observations</li> <li>● Promotion panels</li> </ul>
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>		White: 47% Black: 28%	White: 52% Black: 34%	White: 57% Black: 41%	White: 61% Black: 47%	White: 66% Black: 54%	White: 71% Black: 61%
	Reading Goal #5A:  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	Reading Goal #5B:		5B.1  Poor Entry level skills	5B.1.  <ul style="list-style-type: none"> <li>● Pull out tutorials</li> <li>● Intervention groups</li> <li>● Teacher tutors</li> <li>● Engagement tutors</li> <li>● Interactive Print rich environments</li> <li>● Work stations</li> <li>● Extended day reading tutoring</li> <li>● Student Recognition programs</li> <li>● RtI</li> <li>● FCIMS</li> <li>● Collaborative Lesson Studies</li> <li>● Kagan</li> <li>● Literacy PLCs</li> <li>● Interactive White Boards</li> <li>● Web based interventions</li> <li>● Higher order</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>● Principal</li> <li>● CRT</li> <li>● FCIMS Coordinator</li> <li>● Title I Lead Teacher</li> <li>● Title I Teacher Tutor</li> <li>● District Kagan Coach</li> <li>● District Literacy Coach Teachers</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>● FCIMS</li> <li>● Ongoing Progress Monitoring</li> <li>● Walk-throughs</li> <li>● Observations</li> <li>● Data Chats</li> <li>● RtI</li> <li>● Data Notebooks EPT/RtI follow</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>● FCAT</li> <li>● FAIR</li> <li>● Benchmark tests</li> <li>● Intervention Data</li> <li>● Unit Assessments</li> <li>● Program Specific tests</li> <li>● Classroom walk-throughs</li> <li>● Instructional Model review Promotion Panels</li> </ul>	
		2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White:57% Black:23% Hispanic:N/A Asian:N/A American Indian:N/A	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White:65% Black: 35% Hispanic: N/A Asian:N/A American Indian:N/A					

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					<p>Questioning strategies</p> <ul style="list-style-type: none"> <li>● Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math) Science Lab</li> </ul>					
		5B.2.	<p>Students time on task/out of class/poor attendance /tardiness</p>	5B.2.	<ul style="list-style-type: none"> <li>● Parent Portal</li> <li>● Parent Conferences</li> <li>● EPTs</li> <li>● Tutoring</li> <li>● Work stations</li> <li>● Extended Day</li> <li>● Counseling</li> <li>● RtI</li> <li>● Tier 1 and Tier 2</li> <li>● PBS</li> <li>● Kagan</li> <li>● Interactive White Boards</li> <li>● Web based intervention</li> <li>● Parent involvement</li> <li>● PLC and activities</li> <li>● Kagan</li> <li>● Higher Order strategies</li> <li>● Student Recognition programs</li> <li>● Benchmark celebrations</li> </ul>	5B.2.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● CRT</li> <li>● FCIMS Coordinator</li> <li>● Guidance Counselor</li> <li>● BRT</li> <li>● Title 1 Lead Teacher</li> <li>● Title 1 Teacher Tutor</li> <li>● District Kagan Coach</li> <li>● District Literacy Coach</li> <li>● Teachers Parent Involvement Contact</li> </ul>	5B.2.	<ul style="list-style-type: none"> <li>● FCIMS</li> <li>● Ongoing Progress Monitoring</li> <li>● Walk-throughs</li> <li>● Observations</li> <li>● Data Chats</li> <li>● RtI</li> <li>● Data Notebooks EPT/RtI follow up</li> </ul>	5B.2.
		5B.3.		5B.3.		5B.3.		5B.3.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1	5E.1.	5E.1.	5E.1.	5E.1.
<b>Reading Goal #5E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5E2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

## Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Structures	K-5	Melody Hofstetter, District Kagan Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT
Literacy Work Stations	K-5	Liana Glanville, District Literacy Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT
Higher Order Question/Activities Webbs, DOK Text Complexity	K-5	Liana Glanville, District Literacy Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT

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### Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Research Based Intervention Programs	Great Leaps, Triumphs, Focus and Zoom	School, SAC, Grants, Title 1	\$2000.00
			<b>Subtotal: \$2000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Web based interactive programs	Programs to enhance learning in phonemic awareness, phonics, fluency and comprehension	School, SAC, Grants	\$500.00
			<b>Subtotal: \$1000.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Literacy Work Stations	Coaching on Work Stations to enhance student achievement	School, District, CREATE	
Kagan Structures	Coaching on Kagan Structures to enhance student achievement	School, District, CREATE	
			<b>Subtotal:\$1000.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Title 1 Tutor/FCIMS Coordinator	Teacher provides pull-out remediation/Coordinator provides data analysis and helps with teacher data chats	Title 1	\$92, 800.00
			<b>Subtotal:</b>
			<b>Total:\$95,300.00</b>

*End of Reading Goals*

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

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

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

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Percent of Students Proficient in Writing :</b>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.



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

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

*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1	1A.1.	1A.1.	1A.1.	1A.1.
			<ul style="list-style-type: none"> <li>Poor Entry level skills</li> </ul>	<ul style="list-style-type: none"> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> <li>Higher order Questioning strategies</li> <li>Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title I Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Science Lab</li> <li>Calendar Math</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring at least a Level 3 on FCAT Math.	24%(24) students achieved level 3 or higher on FCAT Math	45%(40) students will achieve level 3 or higher on FCAT Math.					

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		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		<ul style="list-style-type: none"> <li>Students time on task/out of class/poor attendance /tardiness</li> </ul>	<ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> <li>EPTs</li> <li>Tutoring</li> <li>Work stations</li> <li>Extended Day</li> <li>Counseling</li> <li>RtI</li> <li>Tier 1 and Tier 2</li> <li>PBS</li> <li>Kagan</li> <li>Interactive White Boards</li> <li>Web based intervention</li> <li>Parent involvement</li> <li>PLC and activities</li> <li>Calendar Math</li> <li>Kagan</li> <li>Higher Order strategies</li> <li>Student Recognition programs</li> <li>Benchmark celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Guidance Counselor</li> <li>BRT</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Parent Involvement Contact</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> <li>Benchmark testing</li> <li>FAIR</li> <li>FCAT</li> <li>Curriculum Specific Unit assessments</li> <li>Classroom Walk-throughs</li> <li>Instructional Review</li> <li>Observations</li> <li>Promotion panels</li> </ul>
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in</i>	<i>Enter numerical data for expected level of performance in</i>				

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	<i>this box.</i>	<i>this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1	2A.1.	2A.1.	2A.1.	2A.1.
<b>Mathematics Goal #2A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	<ul style="list-style-type: none"> <li>Poor Entry level skills</li> </ul>	<ul style="list-style-type: none"> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> <li>Higher order Questioning strategies</li> <li>Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)</li> <li>Science Lab</li> <li>Calendar Math</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>
<i>Increase the number of students scoring a Level 4 or higher on FCAT Math.</i>	<i>7% (7) students achieved level 4 or higher on FCAT Math</i>	<i>35%(31) students will achieve level 4 or higher on FCAT Math</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			<ul style="list-style-type: none"> <li>Students time on task/out of class/poor</li> </ul>	<ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> </ul>

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		attendance /tardiness	<ul style="list-style-type: none"> <li>EPTs</li> <li>Tutoring</li> <li>Work stations</li> <li>Extended Day</li> <li>Counseling</li> <li>RtI</li> <li>Tier 1 and Tier 2</li> <li>PBS</li> <li>Kagan</li> <li>Interactive White Boards</li> <li>Web based intervention</li> <li>Parent involvement</li> <li>PLC and activities</li> <li>Calendar Math</li> <li>Kagan</li> <li>Higher Order strategies</li> <li>Student Recognition programs</li> <li>Benchmark celebrations</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS Coordinator</li> <li>Guidance Counselor</li> <li>BRT</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Parent Involvement Contact</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark testing</li> <li>FAIR</li> <li>FCAT</li> <li>Curriculum Specific Unit assessments</li> <li>Classroom Walk-throughs</li> <li>Instructional Review</li> <li>Observations</li> <li>Promotion panels</li> </ul>
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1	3A.1.	3A.1.	3A.1.	3A.1.
<b>Mathematics Goal</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	<ul style="list-style-type: none"> <li>Poor Entry level skills</li> </ul>	<ul style="list-style-type: none"> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> <li>Higher order Questioning strategies</li> <li>Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)</li> <li>Science Lab</li> <li>Calendar Math</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>
<b>#3A:</b>							
<i>Increase the number of students making learning gains on FCAT Math.</i>	<i>55%(39) of students made learning gains on FCAT Math.</i>	<i>65%(37) of students will make learning gains in Math</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			<ul style="list-style-type: none"> <li>Students time on task/out of class/poor</li> </ul>	<ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> </ul>

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		attendance /tardiness	<ul style="list-style-type: none"> <li>EPTs</li> <li>Tutoring</li> <li>Work stations</li> <li>Extended Day</li> <li>Counseling</li> <li>RtI</li> <li>Tier 1 and Tier 2</li> <li>PBS</li> <li>Kagan</li> <li>Interactive White Boards</li> <li>Web based intervention</li> <li>Parent involvement</li> <li>PLC and activities</li> <li>Calendar Math</li> <li>Kagan</li> <li>Higher Order strategies</li> <li>Student Recognition programs</li> <li>Benchmark celebrations</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS Coordinator</li> <li>Guidance Counselor</li> <li>BRT</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Parent Involvement Contact</li> </ul>	<p>Monitoring</p> <ul style="list-style-type: none"> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark testing</li> <li>FAIR</li> <li>FCAT</li> <li>Curriculum Specific Unit assessments</li> <li>Classroom Walk-throughs</li> <li>Instructional Review</li> <li>Observations</li> <li>Promotion panels</li> </ul>
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b></p>		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<p>Mathematics Goal #3B:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance:*</p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p>2013 Expected Level of Performance:*</p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>				

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

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<p><b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b></p> <p><b>Mathematics Goal #4:</b> Increase the number of students making adequate learning gains in Math.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <th style="width: 50%; text-align: center;">2012 Current Level of Performance:*</th> <th style="width: 50%; text-align: center;">2013 Expected Level of Performance:*</th> </tr> <tr> <td style="text-align: center; vertical-align: top;"><i>50% of the lowest quartile made gains on FCAT Math</i></td> <td style="text-align: center; vertical-align: top;"><i>60% of students in the lowest quartile will make learning gains in math</i></td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>50% of the lowest quartile made gains on FCAT Math</i>	<i>60% of students in the lowest quartile will make learning gains in math</i>	<p>4A.1</p> <ul style="list-style-type: none"> <li>● Poor Entry level skills</li> </ul>	<p>4A.1.</p> <ul style="list-style-type: none"> <li>● Pull out tutorials</li> <li>● Intervention groups</li> <li>● Teacher tutors</li> <li>● Engagement tutors</li> <li>● Interactive Print rich environments</li> <li>● Work stations</li> <li>● Extended day reading tutoring</li> <li>● Student Recognition programs</li> <li>● RtI</li> <li>● FCIMS</li> <li>● Collaborative Lesson Studies</li> <li>● Kagan</li> <li>● Literacy PLCs</li> <li>● Interactive White Boards</li> <li>● Web based interventions</li> <li>● Higher order Questioning strategies</li> <li>● Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)</li> <li>● Science Lab</li> <li>● Calendar Math</li> </ul>	<p>4A.1.</p> <ul style="list-style-type: none"> <li>● Principal</li> <li>● CRT</li> <li>● FCIMS Coordinator</li> <li>● Title 1 Lead Teacher</li> <li>● Title 1 Teacher Tutor</li> <li>● District Kagan Coach</li> <li>● District Literacy Coach</li> <li>● Teachers</li> </ul>	<p>4A1.</p> <ul style="list-style-type: none"> <li>● FCIMS</li> <li>● Ongoing Progress Monitoring</li> <li>● Walk-throughs</li> <li>● Observations</li> <li>● Data Chats</li> <li>● RtI</li> <li>● Data Notebooks</li> <li>● EPT/RtI follow up</li> </ul>	<p>4A.1.</p> <ul style="list-style-type: none"> <li>● FCAT</li> <li>● FAIR</li> <li>● Benchmark tests</li> <li>● Intervention Data</li> <li>● Unit Assessments</li> <li>● Program Specific tests</li> <li>● Classroom walk-throughs</li> <li>● Instructional Model review</li> <li>● Promotion Panels</li> </ul>
2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
<i>50% of the lowest quartile made gains on FCAT Math</i>	<i>60% of students in the lowest quartile will make learning gains in math</i>								
	<p>4A2.</p> <ul style="list-style-type: none"> <li>● Students time on task/out of class/poor</li> </ul>	<p>4A.2.</p> <ul style="list-style-type: none"> <li>● Parent Portal</li> <li>● Parent Conferences</li> </ul>	<p>4A.2.</p> <ul style="list-style-type: none"> <li>● Principal</li> <li>● CRT</li> </ul>	<p>4A.2.</p> <ul style="list-style-type: none"> <li>● FCIMS</li> <li>● Ongoing Progress</li> </ul>	<p>4A.2.</p> <ul style="list-style-type: none"> <li>● Attendance and Discipline Reports</li> </ul>				

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		attendance /tardiness	<ul style="list-style-type: none"> <li>● EPTs</li> <li>● Tutoring</li> <li>● Work stations</li> <li>● Extended Day</li> <li>● Counseling</li> <li>● RtI</li> <li>● Tier 1 and Tier 2</li> <li>● PBS</li> <li>● Kagan</li> <li>● Interactive White Boards</li> <li>● Web based intervention</li> <li>● Parent involvement</li> <li>● PLC and activities</li> <li>● Calendar Math</li> <li>● Kagan</li> <li>● Higher Order strategies</li> <li>● Student Recognition programs</li> <li>● Benchmark celebrations</li> </ul>	<ul style="list-style-type: none"> <li>● FCIMS Coordinator</li> <li>● Guidance Counselor</li> <li>● BRT</li> <li>● Title 1 Lead Teacher</li> <li>● Title 1 Teacher Tutor</li> <li>● District Kagan Coach</li> <li>● District Literacy Coach</li> <li>● Teachers</li> <li>● Parent Involvement Contact</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring</li> <li>● Walk-throughs</li> <li>● Observations</li> <li>● Data Chats</li> <li>● RtI</li> <li>● Data Notebooks</li> <li>● EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmark testing</li> <li>● FAIR</li> <li>● FCAT</li> <li>● Curriculum Specific Unit assessments</li> <li>● Classroom Walk-throughs</li> <li>● Instructional Review</li> <li>● Observations</li> <li>● Promotion panels</li> </ul>
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>		White: 42% Black: 19%	White: 48% Black: 27%	White: 53% Black: 34%	White: 58% Black: 41%	White: 63% Black: 49%	White: 69% Black: 56%
	Mathematics Goal #5A:							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1		Poor Entry level skills	5B.1.	5B.1.	5B.1.	5B.1.	
	Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<ul style="list-style-type: none"> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title I Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>	
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.						
	White:39% Black: 21% Hispanic:N/A Asian: N/A American Indian: N/A	White:50% Black:35% Hispanic: N/A Asian:N/A American Indian:N/A						

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					<ul style="list-style-type: none"> <li>• Higher order Questioning strategies</li> <li>• Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)</li> <li>• Science Lab Calendar Math</li> </ul>						
		5B.2.	Students time on task/out of class/poor attendance /tardiness	5B.2.	<ul style="list-style-type: none"> <li>• Parent Portal</li> <li>• Parent Conferences</li> <li>• EPTs</li> <li>• Tutoring</li> <li>• Work stations</li> <li>• Extended Day</li> <li>• Counseling</li> <li>• RtI</li> <li>• Tier 1 and Tier 2</li> <li>• PBS</li> <li>• Kagan</li> <li>• Interactive White Boards</li> <li>• Web based intervention</li> <li>• Parent involvement</li> <li>• PLC and activities</li> <li>• Calendar Math</li> <li>• Kagan</li> <li>• Higher Order strategies</li> <li>• Student Recognition programs</li> <li>• Benchmark celebrations</li> </ul>	5B.2.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• CRT</li> <li>• FCIMS Coordinator</li> <li>• Guidance Counselor</li> <li>• BRT</li> <li>• Title 1 Lead Teacher</li> <li>• Title I Teacher Tutor</li> <li>• District Kagan Coach</li> <li>• District Literacy Coach</li> <li>• Teachers Parent Involvement Contact</li> </ul>	5B.2.	<ul style="list-style-type: none"> <li>• FCIMS</li> <li>• Ongoing Progress Monitoring</li> <li>• Walk-throughs</li> <li>• Observations</li> <li>• Data Chats</li> <li>• RtI</li> <li>• Data Notebooks EPT/RtI follow up</li> </ul>	5B.2.	<ul style="list-style-type: none"> <li>• Attendance and Discipline Reports</li> <li>• Benchmark testing</li> <li>• FAIR</li> <li>• FCAT</li> <li>• Curriculum Specific Unit assessments</li> <li>• Classroom Walk-throughs</li> <li>• Instructional Review</li> <li>• Observations Promotion panels</li> </ul>

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		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

*End of Elementary School Mathematics Goals*

**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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

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

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

**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	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>								
	<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>								
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	<u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		<u>2013 Expected Level of Performance:*</u>	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	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
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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*



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

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b> <b>Mathematics Goal #3:</b> <i>Enter narrative for the goal in this box.</i>			3.1.	3.1.	3.1.	3.1.	3.1.				
			<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*							
			<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>							
	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
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**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
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>							
	<i>Algebra 1 Goal #3A: Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>			BB.1. White: Black: Hispanic: Asian: American Indian:	BB.1.	BB.1.	BB.1.	BB.1.	
<b>Algebra 1 Goal #3B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:						
			BB.2.	BB.2.	BB.2.	BB.2.	BB.2.	
			BB.3.	BB.3.	BB.3.	BB.3.	BB.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
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			BE.1.	BE.1.	BE.1.	BE.1.	BE.1.
Algebra 1 Goal #3E:  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			BE.2.	BE.2.	BE.2.	BE.2.	BE.2.
			BE.3.	BE.3.	BE.3.	BE.3.	BE.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]).

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

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

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

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

### *End of Geometry EOC Goals*

## Mathematics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Structures	K-5	Melody Hofstetter, District Kagan Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT
Literacy/math Work Stations	K-5	Liana Glanville, District Literacy Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT
Higher Order Question/Activities Webbs, DOK	K-5	Liana Glanville, District Literacy Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Great Leaps in Math	Tier 2 and Tier 3 math intervention for math fluency	School	\$0.00
Calendar Math	Tier 1 math instruction in classroom	School	\$0.00
			<b>Subtotal:\$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Web based interactive programs	Interactive Programing for problem solving and math fluency	School, Title 1	\$500.00
Interactive White Boards	Interactive tool to enhance lesson delivery, student engagement and hands on participation	District	\$0.00
			<b>Subtotal:\$500.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Calendar Math Training	Training by District personnel	District	\$0.00
Kagan Structures	Coaching in Structures to enhance student engagement and achievement	School, District, Title 1	\$500.00
			<b>Subtotal:\$500.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Release time for Coaching and planning	Need to hire substitutes	School, SAC, Title 1	\$500.00
			<b>Subtotal:\$500.00</b>
			<b>Total:\$1,500.00</b>

*End of Mathematics Goals*

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**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>										
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<b>IA. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			IA.1	IA.1	IA.1	IA.1	IA.1						
<table border="1"> <tr> <td><b>Science Goal #1A:</b></td> <td><b>2012 Current Level of Performance:*</b></td> <td><b>2013 Expected Level of Performance:*</b></td> </tr> <tr> <td><i>Increase the number of students scoring Level 3 or higher on FCAT Science</i></td> <td><i>24% (9) students achieve level 3 or higher on FCAT Science</i></td> <td><i>35%(11) students will achieve level 3 or higher on FCAT Science</i></td> </tr> </table>			<b>Science Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	<i>Increase the number of students scoring Level 3 or higher on FCAT Science</i>	<i>24% (9) students achieve level 3 or higher on FCAT Science</i>	<i>35%(11) students will achieve level 3 or higher on FCAT Science</i>	<ul style="list-style-type: none"> <li>Poor Entry level skills</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of 2011-12 Core curriculum – National Geographic</li> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> <li>Higher order Questioning strategies</li> <li>Research based programs (Great Leaps,</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title I Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Science Lab</li> <li>Calendar Math</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>
<b>Science Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>											
<i>Increase the number of students scoring Level 3 or higher on FCAT Science</i>	<i>24% (9) students achieve level 3 or higher on FCAT Science</i>	<i>35%(11) students will achieve level 3 or higher on FCAT Science</i>											

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					UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)							
		IA.2	<ul style="list-style-type: none"> <li>Students time on task/out of class/poor attendance /tardiness</li> </ul>	IA.2	<ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> <li>EPTs</li> <li>Tutoring</li> <li>Work stations</li> <li>Extended Day</li> <li>Counseling</li> <li>RtI</li> <li>Implementation of 2011-12 Core curriculum – National Geographic</li> <li>Tier 1 and Tier 2</li> <li>PBS</li> <li>Kagan</li> <li>Interactive White Boards</li> <li>Web based intervention</li> <li>Parent involvement</li> <li>PLC and activities</li> <li>Calendar Math</li> <li>Kagan</li> <li>Higher Order strategies</li> <li>Student Recognition programs</li> <li>Benchmark celebrations</li> </ul>	IA.2	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Guidance Counselor</li> <li>BRT</li> <li>Title 1 Lead Teacher</li> <li>Title I Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Parent Involvement Contact</li> </ul>	IA.2	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	IA.2	<ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> <li>Benchmark testing</li> <li>FAIR</li> <li>FCAT</li> <li>Curriculum Specific Unit assessments</li> <li>Classroom Walk-throughs</li> <li>Instructional Review</li> <li>Observations</li> <li>Promotion panels</li> </ul>	
		IA.3.		IA.3.		IA.3.	IA.3.	IA.3.				

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

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1	2A.1	2A.1	2A.1	2A.1
<b>Science Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<ul style="list-style-type: none"> <li>Poor Entry level skills</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of 2011-12 Core curriculum – National Geographic</li> <li>Pull out tutorials</li> <li>Intervention groups</li> <li>Teacher tutors</li> <li>Engagement tutors</li> <li>Interactive Print rich environments</li> <li>Work stations</li> <li>Extended day reading tutoring</li> <li>Student Recognition programs</li> <li>RtI</li> <li>FCIMS</li> <li>Collaborative Lesson Studies</li> <li>Kagan</li> <li>Literacy PLCs</li> <li>Interactive White Boards</li> <li>Web based interventions</li> <li>Higher order Questioning strategies</li> <li>Research based programs (Great Leaps, UFLI, Triumphs, Numbers World AIMS, GEMs, Calendar Math)</li> <li>Science Lab</li> <li>Calendar Math</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	<ul style="list-style-type: none"> <li>FCAT</li> <li>FAIR</li> <li>Benchmark tests</li> <li>Intervention Data</li> <li>Unit Assessments</li> <li>Program Specific tests</li> <li>Classroom walk-throughs</li> <li>Instructional Model review</li> <li>Promotion Panels</li> </ul>
<i>Increase the number of students scoring level 4 or higher on FCAT Science</i>	<i>38% (4) students achieved level 4 or higher on FCAT Science</i>	<i>50% (9) students will achieve level 4 or higher on FCAT Science</i>					



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		<p>2A.2</p> <ul style="list-style-type: none"> <li>Students time on task/out of class/poor attendance /tardiness</li> </ul>	<p>2A.2</p> <ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> <li>EPTs</li> <li>Tutoring</li> <li>Work stations</li> <li>Extended Day</li> <li>Counseling</li> <li>Rtl</li> <li>Implementation of 2011-12 Core curriculum – National Geographic</li> <li>Tier 1 and Tier 2</li> <li>PBS</li> <li>Kagan</li> <li>Interactive White Boards</li> <li>Web based intervention</li> <li>Parent involvement</li> <li>PLC and activities</li> <li>Calendar Math</li> <li>Kagan</li> <li>Higher Order strategies</li> <li>Student Recognition programs</li> <li>Benchmark celebrations</li> </ul>	<p>2A.2</p> <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Guidance Counselor</li> <li>BRT</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Parent Involvement Contact</li> </ul>	<p>2A.2</p> <ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>Rtl</li> <li>Data Notebooks</li> <li>EPT/Rtl follow up</li> </ul>	<p>2A.2</p> <ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> <li>Benchmark testing</li> <li>FAIR</li> <li>FCAT</li> <li>Curriculum Specific Unit assessments</li> <li>Classroom Walk-throughs</li> <li>Instructional Review</li> <li>Observations</li> <li>Promotion panels</li> </ul>
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

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

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

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

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

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

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

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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Structures	K-5	Melody Hofstetter, District Kagan Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT
Literacy Work Stations	K-5	Liana Glanville, District Literacy Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT
Higher Order Question/Activities Webbs, DOK	K-5	Liana Glanville, District Literacy Coach	Schoolwide	Coaching and Team planning during first month with subsequent coaching each week throughout the year.	Classroom Walkthroughs, observations, Lesson plans, Coaching Sessions	Principal, CRT

**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
National Geographic Science text and supplemental materials	Integrated, web based, interactive science curriculum	District	\$0.00
			<b>Subtotal:0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Web based Science programs and support materials	Discovery Ed., Brain Pop, etc.	District, school, SAC	\$500.00
			<b>Subtotal:\$500.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan Structures	Coaching on structures to enhance student engagement and achievement	District, School	\$0.00
Higher Order Questioning/Activities –	Coaching on implementing Webb’s DOK	District, School	\$500.00

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Webbs DOK	into classroom activities		
Substitutes	Substitutes to provide release time for teacher inservice.	Title 1	\$500.00
			<b>Subtotal:\$1,000</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
Continued updating of Science Lab	Designated classroom space set up for teachers to conduct labs and exploratory activities	School, SAC, Grants	\$200.00
Parent Involvement Activities	Parent Literacy Night focused on Science	Title 1, SAC	\$700.00
			<b>Subtotal:\$900.00</b>
			<b>Total:\$2,400.00</b>

*End of Science Goals*

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**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. <ul style="list-style-type: none"> <li>Lack of pre-requisite skills in elaboration.</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Practice writing prompts 5 times per year.</li> <li>Targeted Writing instruction</li> <li>Writing across the curriculum</li> <li>Daily journal writing</li> <li>Writer’s workshop</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>Classroom teachers</li> <li>Title 1 Teacher</li> <li>ESE Teacher</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Informal and formal writing prompts throughout the year</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>FCAT Writes</li> <li>Benchmark testing</li> </ul>
<b>Writing Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Increase the percent of students scoring level 3 or higher on FCAT Writes</i>	53% (16) students scored Level 3 or higher on FCAT Writing	65% (21) students will score Level 3 or higher on FCAT Writing					
			1A.2. <ul style="list-style-type: none"> <li>Students time on task/out of class/poor attendance /tardiness</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Parent Portal</li> <li>Parent Conferences</li> <li>EPTs</li> <li>Tutoring</li> <li>Work stations</li> <li>Extended Day</li> <li>Counseling</li> <li>RtI</li> <li>Tier 1 and Tier 2</li> <li>PBS</li> <li>Interactive White Boards</li> <li>Web based intervention</li> <li>Parent involvement</li> <li>PLC and activities</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Principal</li> <li>CRT</li> <li>FCIMS Coordinator</li> <li>Guidance Counselor</li> <li>BRT</li> <li>Title 1 Lead Teacher</li> <li>Title 1 Teacher Tutor</li> <li>District Kagan Coach</li> <li>District Literacy Coach</li> <li>Teachers</li> <li>Parent Involvement Contact</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>FCIMS</li> <li>Ongoing Progress Monitoring</li> <li>Walk-throughs</li> <li>Observations</li> <li>Data Chats</li> <li>RtI</li> <li>Data Notebooks</li> <li>EPT/RtI follow up</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Attendance and Discipline Reports</li> <li>Benchmark testing</li> <li>FAIR</li> <li>FCAT</li> <li>Curriculum Specific Unit assessments</li> <li>Classroom Walk-throughs</li> <li>Instructional Review</li> <li>Observations</li> <li>Promotion panels</li> </ul>



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			<ul style="list-style-type: none"> <li>• Calendar Math</li> <li>• Kagan</li> <li>• Higher Order strategies</li> <li>• Student Recognition programs</li> <li>• Benchmark celebrations</li> </ul>			
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Writing Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

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**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DOE Writing Workshop	Grade 4	DOE	Grade 4 teachers and CRT	Early September	Lesson plans, Writing prompts, benchmark tests	Principal
Writer's Workshop training	K-3	District Literacy Coach	K-3 teachers	Team planning early in the year and then coaching model.	Lesson plans, walk throughs, observations	Principal

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Interactive Whiteboards	Instructional Tool which enhances student engagement, interaction and hands-on opportunities.	District	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
DOE Writing Workshop	Teachers will be taught the scoring technics for the Florida Writes test	District	\$0.00
Writer's Workshop Training	Literacy Coach will coach teachers on using this model during the reading enrichment portion of their day.	District	\$0.00

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			<b>Subtotal:\$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Activities	Parent Literacy Night focused on Writing	Title 1, SAC	\$700..00
			<b>Subtotal:\$700.00</b>
			<b>Total:\$700.00</b>

*End of Writing Goals*

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

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

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

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**Civics Professional Development**

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

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

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*End of Civics Goals*

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

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

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

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**U.S. History Professional Development**

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

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



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*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Attendance Goal #1:</b> <i>Increase rate of student attendance.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	<ul style="list-style-type: none"> <li>Poor parent participation and awareness of effects of truancy on academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>Parent Portal</li> <li>Student planners,</li> <li>EPTs and Parent Conferences</li> <li>Guidance Counseling</li> <li>Parent activities</li> <li>Breakfast w/ Mom – Dad</li> <li>Home Visits</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Guidance counselor</li> <li>Title 1 Parent Involvement Contact and Lead teacher</li> </ul>	<ul style="list-style-type: none"> <li>Bi-weekly review of attendance reports and EPT follow-up</li> </ul>	<ul style="list-style-type: none"> <li>End of year attendance reports.</li> </ul>
	<i>Attendance rate for 11-12 is 99.7%</i>	<i>Attendance rate for 12-13 will be 99.8%</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>33% (72) students had 10 or more absences in 11-12</i>	<i>10%(20) students are expected to have 10 or more absences.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>13% (26) students had 10 or more tardies in 11-12</i>	<i>7% (14) students will have 10 or more tardies</i>					
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement PLC	K-5	Counselor, BRT, Title 1 Lead Teacher, Parent Involvement Contact	School wide	Monthly meetings to address current needs/events	Attendance reports and student achievement	Principal, Guidance Counselor
Bully Prevention and Creating Safe Environments Conducive to a healthy learning environment	K-5	BRT, Guidance Counselor	School wide	Ongoing, beginning in September	Reduction in referrals, absences and tardies	Principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support	Students are positively encouraged to make the right decisions.	SAC	\$0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

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Other			
Strategy	Description of Resources	Funding Source	Amount
PBS incentives for attendance	Students will be given incentives for quarterly attendance awards	SAC	\$250.00
			<b>Subtotal:\$250.00</b>
			<b>Total:\$250.00</b>

*End of Attendance Goals*

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**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Suspension Goal #1:</b>  <i>Reduce the number of in and out of school suspensions.</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	<ul style="list-style-type: none"> <li>Lack of social skills, impulse control, anger management, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>Student planners</li> <li>Parent portal</li> <li>Parent conferences</li> <li>Phone contacts</li> <li>EPTs</li> <li>New School wide behavior system</li> <li>School wide PBS</li> <li>Tier 2/Tier three intervention,</li> <li>Counseling</li> <li>Bully prevention</li> <li>Engagement strategies</li> <li>Classroom observations</li> <li>BIP/FBA</li> <li>Student recognition programs</li> <li>mentoring</li> </ul>	<ul style="list-style-type: none"> <li>BRT</li> <li>Guidance Counselor</li> <li>ESE Teacher</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>PBS reports</li> <li>Monthly discipline reports</li> </ul>	<ul style="list-style-type: none"> <li>End of year discipline report comparison</li> </ul>
	<i>There were 2 ISS incidents in 2012</i>	<i>There will be 2 ISS incidents in 2013</i>					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>1%(2) students were in ISS</i>	<i>1%(2) students will be assigned to ISS</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<i>There were 41 (85 days) out of school suspensions in 2012.</i>	<i>There will be 20 out of school suspensions in 2013</i>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>15% (29) students were suspended out of school.</i>	<i>7% (15) students will be suspended out of school</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	K-5	Leadership Team	School wide	Monthly, beginning September and weekly follow-up	Discipline records, achievement data	Principal, BRT
School wide Positive Discipline	K-5	BRT, Counselor, Principal	School wide	Ongoing group, team and individual instruction on behavior and school wide discipline	Discipline records, observations, CWT	Principal, BRT
Bully prevention	K-5	Leadership Team	School wide	Ongoing beginning in September	Parent, Staff, Student surveys, Discipline referrals, CWT	Principal, BRT

**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
School wide Positive Behavior Management	PBS Strategies,	School, SAC, Grants	\$300.00
			<b>Subtotal:\$300.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support Strategies	School wide positive Discipline strategies	School, SAC, Grants	\$0.00
Bully Prevention In-service	Workshop	School, SAC, Grants	\$0.00
			<b>Subtotal:</b>

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Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Activities	Materials and supplies for regular activities Breakfast with Moms and Dads, Family days, Conference, etc.	School, SAC, Grants, Title 1	\$900.00
			<b>Subtotal:\$900.00</b>
			<b>Total:\$1,000.00</b>

*End of Suspension Goals*

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### Dropout Prevention Goal(s)

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

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

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

### Dropout Prevention Professional Development

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

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

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

*End of Dropout Prevention Goal(s)*

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**Parent Involvement Goal(s)**

**Upload Option-**For schools completing the Parental Involvement Policy/Plan copy for this section.

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

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

PARENT INVOLVEMENT PLAN HAS NOT YET BEEN RELEASED BY DOE.

**(PIP) please include a direct you to this the percentage (e.g. 70%**

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
<b>1. Parent Involvement</b>			1.1. <ul style="list-style-type: none"> <li>Parents are not participating in school activities</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Student planners</li> <li>Parent Portal</li> <li>Websites</li> <li>Marquee</li> <li>Phone homes</li> <li>School wide newsletter</li> <li>Classroom newsletters</li> <li>Vary time of school activities</li> <li>Breakfast with the principal</li> <li>Breakfasts for moms and dads</li> <li>Parent conferences at night</li> <li>Provide child care for parent in-service opportunities.</li> <li>Parent Involvement Coordinator</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Title 1 Parent involvement contact</li> <li>Principal</li> <li>BRT</li> <li>Counselor</li> <li>Title 1 Lead Teacher</li> <li>Parent Involvement Committee</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Title 1 records of parent involvement</li> <li>Parent Surveys</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Comparison of parent involvement data from previous year and this year's parental involvement.</li> </ul>
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Increase the number of instances that parents are involved in an activity on campus  *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	There were 357 documented instances of parents participating in activities on campus	There will be 450 documented instances of parents participating in activities on campus					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		<ul style="list-style-type: none"> <li>Identify strategies to assist parents with limited parental resources to support their children's academics needs</li> </ul>	<ul style="list-style-type: none"> <li>Parent Workshops</li> <li>Make it/Take it events</li> <li>Literacy Events</li> <li>Parent Resource Center</li> <li>Child Care</li> <li>Parent Involvement Coordinator</li> <li>Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Title 1 Lead Teacher</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Title 1 records of parent involvement</li> <li>Contact logs,</li> <li>EPTS</li> <li>Parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of parent involvement data from previous year with this year's parent involvement data.</li> </ul>
		<p>1.3.</p> <ul style="list-style-type: none"> <li>Increase Parent/School/Community Communication</li> </ul>	<p>1.3.</p> <ul style="list-style-type: none"> <li>Student planners</li> <li>Marquee</li> <li>Parent portal</li> <li>Staff and school websites</li> <li>Newsletters</li> <li>Participation in city events and activities</li> <li>Newspaper articles</li> <li>Recognition programs for family and business support</li> <li>Literacy events</li> <li>Invite community members to participate in school events</li> <li>Support reading, math, science and writing initiatives</li> </ul>	<p>1.3.</p> <ul style="list-style-type: none"> <li>Title 1 Lead teacher</li> <li>Title 1 Parent Coordinator,</li> <li>Principal</li> </ul>	<p>1.3.</p> <ul style="list-style-type: none"> <li>Communication logs,</li> <li>Sign in sheets</li> <li>EPTS</li> <li>Comate surveys</li> </ul>	<p>1.3.</p> <ul style="list-style-type: none"> <li>Comparison of parent involvement data from previous year with this year's parent involvement data</li> </ul>

**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.

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

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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
Book study – 101 Ways to Create Real Family Engagement – Building Better schools by Engaging Support Staff	K-5	Title 1 Lead Teacher	School wide	September-May	Follow-up book study activities	Principal
District Training on website development	K-5	Digital Educators	School wide	September, then ongoing coaching	Observation	Principal

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

### Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Parent portal, School Website (Edline) teacher websites (Ed line)	Parents will be able to access school related information via the internet by using these platforms	School, SAC	\$0.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Enhancing parent engagement	Title 1	\$500.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Literacy Events and work shops	Opportunities to help parents help their children.	Title 1	\$2,100.00 (already allocated in other sections)
			<b>Subtotal:</b>
			<b>Total:\$500.00</b>

*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
<b>STEM Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

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

*End of STEM Goal(s)*

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

**CTE Professional Development**

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



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

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

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

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

**Additional Goals Professional Development**

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

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

*End of Additional Goal(s)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: 95,300.00</b>
<b>CELLA Budget</b>	<b>Total:0.00</b>
<b>Mathematics Budget</b>	<b>Total:\$1,500.00</b>
<b>Science Budget</b>	<b>Total:\$2,400.00</b>
<b>Writing Budget</b>	<b>Total:0.00</b>
<b>Civics Budget</b>	<b>Total:0.00</b>
<b>U.S. History Budget</b>	<b>Total:0.00</b>
<b>Attendance Budget</b>	<b>Total:\$250.00</b>
<b>Suspension Budget</b>	<b>Total:\$1,000.00</b>
<b>Dropout Prevention Budget</b>	<b>Total:0.00</b>
<b>Parent Involvement Budget</b>	<b>Total:\$500.00</b>
<b>STEM Budget</b>	<b>Total:0.00</b>
<b>CTE Budget</b>	<b>Total:0.00</b>
<b>Additional Goals</b>	<b>Total:0.00</b>
	<b>Grand Total: \$100,950.00</b>

**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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school?  Yes  No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

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

--

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

The SAC will meet a minimum of five times during the year to discuss the school’s progress in all areas of the School Improvement Plan, Differentiated Accountability, and Parent Involvement Plan. The SAC will discuss needs and concerns as expressed by the various members of the community and make decisions regarding the implementation of the School Improvement Plan.

Describe the projected use of SAC funds.	Amount
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Student Recognition and Incentives	\$800.00
Field trips to enhance student background knowledge and experiences in accordance with the School Improvement Plan	\$1500.00
Staff training, stipends and substitutes related to the SIP goals	\$500.00