

# FLORIDA DEPARTMENT OF EDUCATION



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

Proposed for 2012-2013

**DRAFT**

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Pivot Charter School	District Name: Lee
Principal: Kelsey Johnson	Superintendent: Dr. Joseph P. Burke
SAC Chair: Carolyn Eads	Date of School Board Approval: Pending

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ 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	Kelsey Johnson	Master in Education/ English 6-12, ESE, ESOL	2	3	As this is Pivot’s second year, no Prior Performance Record is available at this time.

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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)
Social Studies	Stephanie Maier	Masters/ Social Studies, Journalism/ESE/ESOL	2	2	
Language Arts	Kelsey Johnson	Masters in Education/English 6-12, ESOL, ESE	2	2	
Math	Brooklyn Morrow	B.S./Math	1	1	
Math	Sylvia Angstenberger	B.S./Math 5-9, Elementary Education, German	1	1	
Science	Ashley Conner	B.S./Biology, Chemistry, General Science	2	2	
Science	Maureen Terhaar	Masters/Earth & Space Science	1	1	
Drama	Nicole Scarpaci	B.A./Drama	1	1	
ESE	Ashley Ignatius	B.A./ESE	2	2	

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Careful selection of candidates for employment through interview process to ensure high quality employees.	Principal, Lead Education Coordinator	Ongoing
2. Highly qualified teachers are recruited utilizing district screening tools.	Principal, Lead Education Coordinator	ongoing

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3. Professional Learning communities, leadership team, grade level, and department team meetings held on a regular basis. These meetings are opportunities to share pertinent information with staff and to focus on unique staff development needs.	Principal, Lead Education Coordinator	ongoing
4. Peer mentoring	Teacher	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
None	

***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
8	0%	62% (5)	25% (2)	12% (1)	37% (3)	100%	0	0	0

***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
Sylvia Angstenberger	Ashley Conner, Brooklyn Morrow, Nicole Scarpaci	Experienced teacher with first/second year teachers	Observations, feedback, team teaching

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**Additional Requirements**

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

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

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

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

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### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Problem-Solving Team for Pivot Charter School is Principal Kelsey Johnson, Lead Education Coordinator and ESE Coordinator Stephanie Maier, and Lead Education Coordinator and ESE teacher Ashley Ignatius.

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

The MTSS Problem-Solving team at Pivot Charter School meets on a weekly basis to analyze school and student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows

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?

Classroom Teacher

- Keeps on-going progress monitoring notes
- Attends MTSS Team meetings to collaborate on and monitor students who are struggling
- Implements interventions designed by the MTSS Team for students supplemental and intensive supports
- Delivers instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attends MTSS Team meetings
- Trains teachers in interventions, progress monitoring and differentiated instruction
- Keeps progress monitoring notes
- Collects school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attends MTSS Team meetings for students receiving supplemental supports
- Incorporates MTSS data when guiding a possible Speech/Language referral and when making eligibility decisions

Principal/Lead Education Coordinator

- Facilitates implementation of MTSS problem-solving processes in the building
- Provides or coordinates valuable and continuous professional development
- Assigns paraprofessionals to support MTSS implementation when possible
- Attends MTSS Team meetings to be active in the MTSS change process
- Conducts learning center walk-throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist /Special Programs Director

- Often MTSS Team facilitators
- Schedules and attends MTSS Team meetings
- Maintains log of all students involved in the MTSS process

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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- Sends parent invites
- Completes necessary MTSS forms

### ESE Teacher/Staffing Specialist

- Consults with the MTSS Team regarding intensive interventions
- Incorporates MTSS data when making eligibility decisions

### ESOL/ELL Representative

- Attends MTSS meetings for identified ELL students, advising and completing LEP paperwork
- Conducts language screenings and assessments
- Provides ELL interventions and tiers

## 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. The MTSS Team assists with the analysis of school, classroom and students level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Describe the plan to train staff on MTSS.

The Lee County school district has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist school with strategies that are designed to improve the educational outcomes for with academic and behavioral needs within a multi-tiered system of student supports.

Describe the plan to support MTSS.

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

### *Literacy Leadership Team (LLT)*

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal Kelsey Johnson Reading Coordinator Teryl Lindsey Lead Education Coordinator HS Stephanie Maier Lead Education Coordinator MS Ashley Ignatius,
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school-based Literacy Leadership team will meet weekly to plan for literacy interventions or skills that will target goal areas to master student achievement in FCAT reading goals as well as to incorporate excellent reading strategies to integrate across the curriculum to enhance vocabulary and comprehension in every discipline. .
What will be the major initiatives of the LLT this year? Major initiatives for the Literacy team this year will be to work with the Reading Plus Program and the Reading Coordinator to implement benchmarks throughout all subjects, implementing Intertextual supports which aid the switch to Common Core State Standards, and Check for 3 (use of capital letters, punctuation and complete sentences) in all classes. .

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

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

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

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

N/A

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

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

- The Literacy Leadership Team, comprised of a cross section of faculty, help grow department wide literacy strategies across all disciplines in all classrooms.
- Teacher evaluations include a provision for teaching reading strategies to students;
- Our Reading Coordinator, Teryl Lindsey advises teachers on embedding literacy into each lesson. She manages lesson plans and classroom instruction to ensure that reading initiatives are being used.

### ***\*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?

Courses are written by Curriculum Specialists at Advanced Academics to ensure that students receive lessons that clearly connect with real life activities and purpose. Small group instruction at Pivot includes lesson to illustrate the relevance.

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?

Through individual and group meetings, the Principal and/or Lead Education Coordinator at Pivot Charter initiates the course selection process in which students are offered individual as well as multiple course programs for their personal review and selection. Students are encouraged both in middle school and high school to consider their future career plans, and to develop an academic plan accordingly. Pivot staff on a yearly basis review individual student career and academic goals, and assist students in scheduling meaningful and appropriate courses.

As a subsidy of Devry University, students can also enroll as junior or seniors in Devry's Dual Enrollment program or the Passport to College program. Both programs offer high school students at Pivot Devry University on-line courses for high school and/or college credit.

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### *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](#).

Planning for postsecondary participation is a critical activity that must begin as a student enters the ninth grade.

Schools can support students and parents by placing an emphasis on the following factors:

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FL Academic Scholars, FL Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in college dual enrollment and AP courses while in high school
- Increase the availability of college dual enrollment courses
- Increasing articulation agreements between Lee County and appropriate post-secondary schools (Devry)
- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as SAT and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on postsecondary options
- Focus on FACTS.org as planning tool for college and technical school enrollment
- Increased utilization of technical school dual enrollment as stepping stone to other postsecondary programs
- Increased focus on career academies that lead to college enrollment such as Engineering Academy, Teacher Education Academy, Early Childhood Education Programs, Allied Health Science, and Criminal Justice
- Encourage students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance

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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>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. Students with limited reading strategy skills.	1A.1. Improve student reading strategy skills.	1A.1. Principal Reading Coordinator Education Coordinator	1A.1. Formal Assessments Summative Assessments State Assessments Reading Plus Program	1A.1. FAIR Assessment Reading Tests Lexicon Tests FCAT 2.0 Other Benchmark Tests
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2011-12, 24% of our students scored Level 3 on FCAT Reading. In 12-13, we will improve to 50% as measured by the FCAT report. This represents a percent of students improving from levels 1 and 2 as well as a percent of students moving from level 3 into 4 and 5.	24% (36)	50% (110)					
			1A.2. Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1A.2. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response.	1A.2. Principal, Reading Coordinator, Lead ECs, MTSS, LLT	1A.2. During observations, administrators will utilize the Marzano evaluation tool to monitor checks for understanding as a routine part of the lesson.	1A.2. Quarterly Benchmark Assessments, Unit Assessments, End of Course Exams, Student Projects
			1A.3. Students are not held accountable for giving critical, independent and creative responses to higher order questions.	1A.3. Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	1A.3. Principal, Reading Coordinator, Lead ECs, MTSS	1A.3. Utilize close reading and re-reading of complex texts to provide textual support for reasoning/conclusions in response to higher order questions. TE will provide feedback to students regarding the quality of written responses. Does the response match the rigor or the question?	1A.3. Close Reading/Cornell Note Student Evidence, Student Projects and Essay Responses
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.			
			1B.3.	1B.3.			

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1B.2.	1B.2.	1B.2.
1B.3.	1B.3.	1B.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>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1	2A.1	2A.1.	2A.1.	2A.1.
<b>Reading Goal #2A:</b>  In 2011-12, 12% of our students scored Level 4 or above on FCAT 2.0. In 12-13, we will improve to 20% as measured by the FCAT report.	<b>2012 Current Level of Performance:*</b>  12% (18)	<b>2013 Expected Level of Performance:*</b>  20% (38)	Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response.	LLT, MTSS, Reading Coordinator, Lead Education Coordinator, ECs, Principal	During observations, administrators will utilize Marzano evaluation models to monitor checks for understanding as a routine part of the lesson.	Quarterly Benchmark Assessments, Unit Assessments, End of Course Exams, Student Projects
			2A.2. Instructional: Students are not held accountable for giving critical, independent and creative responses to higher order questions.	2A.2. Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	2A.2. LLT, MTSS, Reading Coordinator, Lead Education Coordinator, ECs, Principal	2A.2. Utilize close reading and re-reading of complex texts to provide textual support for reasoning/conclusions in response to higher order questions. EC will provide feedback to students regarding the quality of written responses. Does the response match the rigor or the question?	2A.2. Close Reading/Cornell Note Student Evidence, Student Projects and Essay Responses
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Reading Goal #2B:</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	<b>2013 Expected Level of Performance:*</b>  Enter numerical data for expected level of performance in					

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	<i>this box.</i>	<i>this box.</i>					
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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>			3A.1.	3A.1	3A.1.	3A.1.	3A.1.
<b>Reading Goal #3A:</b> In the 2011/2012 school year 49% (74) of students made gains in FCAT 2.0. It is expected that 15 % (28) will achieve gains in FCAT 2.0 in 2012/2013.	2012 Current Level of Performance:* 49% (74)	2013 Expected Level of Performance:* 60% (114)	Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	LLT/ Reading, MTSS/RtI, Principal	Instructional teams will disaggregate and review common assessment to determine effectiveness of strategy based on mastery levels and communicate need for revision to LLT and Principal, if indicated.  Observations, classroom walkthroughs and lesson plans.	Quarterly Benchmark Assessments, Unit Assessments, End of Course Exams, Student Projects.
				3A.2. Instructional: Students are not held accountable for giving critical, independent and creative responses to higher order questions.	3A.2. Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	LLT/ Reading, MTSS/RtI, Principal	3A.2. Utilize close reading and re-reading of complex texts to provide textual support for reasoning/conclusions in response to higher order questions. TE will provide feedback to students regarding the quality of written responses. Does the response match the rigor or the question?
<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>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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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.	4A.1	4A.1	4A.1.	4A.1.
<b>Reading Goal #4:</b>  In the 2011/2012 school year 55% (82) of students achieved learning gains in FCAT reading. It is expected that 70% (133) will achieve learning gains in reading in 2012/2013.	2012 Current Level of Performance:* 55% ( 82)	2013 Expected Level of Performance:* 70% (133)	Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	. LLT/ Reading, MTSS/RtI, Principal	Instructional teams will disaggregate and review common assessment to determine effectiveness of strategy based on mastery levels and communicate need for revision to LLT and Principal, if indicated.  Observations, classroom walkthroughs and lesson plans.	Quarterly Benchmark Assessments, Unit Assessments, End of Course Exams, Student Projects.
				4A.2.	4A.2.	4A.2.	4A.2.
			Instructional: Students are not held accountable for giving critical, independent and creative responses to higher order questions.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	LLT/ Reading, MTSS/RtI, Principal	Utilize close reading and re-reading of complex texts to provide textual support for reasoning/conclusions in response to higher order questions. TE will provide feedback to students regarding the quality of written responses. Does the response match the rigor or the question?	Close Reading/Cornell Note Student Evidence, Student Projects and Essay Responses

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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>Reading Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>		10%	20%	30%	40%	50%	
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> <b>Reading Goal #5B:</b>			5B.1. Checks for understanding are not used or are used inappropriately in many classrooms.	5B.1. ECs will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response.  Utilize exit slips, whiteboards, Smartboards, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity.  EC will maintain data to monitor subgroups to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	5B.1. MTSS/RtI, Administrators	5B.1. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson.	5B.1. Quarterly Benchmark Assessments, Unit Assessments, End of Course Exams, Student Projects	
In the 2011/2012 school year 25% of students in the Hispanic subgroup in FCAT reading achieved proficiency. It is expected that 51% of students in the Hispanic subgroup will make adequate yearly progress in reading in 2012/2013. In the 2011/2012 school year 33% of students in the Black subgroup in FCAT reading achieved proficiency. It is expected that 51% of students in the Black subgroup will make adequate yearly progress in reading in 2012/2013.			2012 Current Level of Performance: * White: 39% Black: 33% Hispanic: 25% Asian: American Indian:	2013 Expected Level of Performance: * White: 51% Black: 51% Hispanic: 51% Asian: American Indian:				

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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.
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher	SWD student achievement improstrategies, modifications through the effective and consistent implementation of students' IEP goals, s, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons	Principal, Lead EC, ECs, ESE spelialist	-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. -Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	. Core curriculum end of core common unit/ segment tests with data aggregated for ESE performance.
The percentage of SWD scoring proficient on the 2013 FCAT Reading will increase from 3 to 8 percent.	3	8					

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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.						
<table border="1"> <tr> <td><b>Reading Goal #5E:</b></td> <td><b>2012 Current Level of Performance:*</b></td> <td><b>2013 Expected Level of Performance:*</b></td> </tr> <tr> <td>N/A</td> <td>Enter numerical data for current level of performance in this box.</td> <td>Enter numerical data for expected level of performance in this box.</td> </tr> </table>	<b>Reading Goal #5E:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
<b>Reading Goal #5E:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>									
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.									

### 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
Differentiated Instruction	6-12	Education Coordinators, Reading Coordinator	Education Coordinators / Professional Development Team	On-going	Observations, peer/student feedback	Admin. Team, District Reading Coach
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	6-12	Education Coordinators, Reading Coordinator	Education Coordinators / Professional Development Team	On-going	Observations, peer/student feedback	Admin. Team, District Reading Coach
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	6-12	Education Coordinators, Reading Coordinator	Education Coordinators / Professional Development Team	On-going	Observations, peer/student feedback	Admin. Team, District Reading Coach

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

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

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

**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.
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
n/a	n/a.					
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
n/a	n/a					

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
n/a	n/a					

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

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

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

**Elementary School Mathematics Goals**

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

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

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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</u> #2A:  <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>					
<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</u> #2B:  <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>					

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

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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 mathematics.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Mathematics 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>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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**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>Mathematics Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>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 #5C:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
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 #5D:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					

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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.
<b>Mathematics Goal</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the CCSS.	Principal, Lead Education Coordinator, EC	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Marzano Evaluation Quarterly reports, Assessment, observations
#1A:							
The percent of students scoring level 3 on the 2013 FCAT in mathematics will increase by 10%(12); from the current level of performance 26% (164) to the expected level of performance 26% (176).			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal, Lead Education Coordinator, EC	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	Marzano Evaluation Quarterly reports, Assessment, observations
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal, Lead Education Coordinator, EC	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	Marzano Evaluation Quarterly reports, Assessment, observations
<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.
<b>Mathematics Goal</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
#1B:							

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<p><i>Enter narrative for the goal in this box.</i></p>	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
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**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.
<b>Mathematics Goal #2A:</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>	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the CCSS.	Principal, Lead Education Coordinator, EC	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Marzano Evaluation
			2A.2. Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	2A.2. Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	2A.2. Principal, Lead Education Coordinator, EC	2A.2. Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	2A.2. Marzano Evaluation Quarterly reports, Assessment, observations
			2A.3. Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	2A.3. Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	2A.3. Principal, Lead Education Coordinator, EC	2A.3. Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	2A.3. Marzano Evaluation Quarterly reports, Assessment, observations
<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.
<b>Mathematics Goal #2B:</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>					

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**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>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the CCSS.	Principal, Lead Education Coordinator, EC	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Marzano Evaluation
<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>					
<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>	<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>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>					

**2012-2013 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>	<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>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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**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>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>50</b>	<b>60</b>
<b>Mathematics Goal #5A:</b>  The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>64</u> % to <u>74</u> %.  The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>10</u> % to <u>20</u> %.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Strategy Across all Content Areas  Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas.  Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of	5B.1. Who Administration  How -Review of administrators' logs of support to targeted teachers. -Administrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	5B.1.  Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walkthroughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	5B.1.  2x per year District Baseline and Mid-Year Testing  Semester Exams  During the Grading Period - Common assessments (pre, post, mid, section, end of unit)	
<b>Mathematics Goal #5B:</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> White: Black: Hispanic: Asian: American Indian:	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					

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

			<p>Knowledge question hierarchy          --Facilitate the identification, selection, development of rigorous core curriculum common assessments,          --Facilitate core curriculum assessment data analysis          --Facilitate the planning for interventions and the intentional grouping of the students          -Using walk-through data, the administration identifies teachers for support in co-planning, modeling, co-teaching, observing and debriefing.          -Teachers participate in district provided professional development trainings.          -Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p>Leadership Team Coach          -The subject area teachers meet with the principal/APC to map out a high-level summary plan of action for the school year.          -Every two weeks, the teachers meets with the principal/APC to:          --Review log and work accomplished and          --Develop a detailed plan of action for the next two weeks.</p>		
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 #5C:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
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 #5D:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					

**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>					

*End of Middle School Mathematics Goals*

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**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]).

<b>High School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<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.
Mathematics Goal #1:	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>					
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.
Mathematics Goal #2:	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>					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Mathematics Goal #3:</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>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>					

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Algebra 1 Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers at varying understanding of the intent of the CCSS	Students’ math achievements improve through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing.  Action Steps -Small group teachers use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area small group action plans.	Principal, Math Education Coordinators and Math Educational Assistants, Technology Specialist	PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.  PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	2x per year District Baseline and Mid-Year Testing  Semester Exams  During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
The mean score on the Algebra 1 EOC exam will increase from last year.	29	45					
The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 29% to 45%.			1.2.	Depth of Knowledge to evaluate the sophistication/complexity of students’ thinking. -Use student data to identify successful higher order questioning techniques for future implementation.  In the classroom During the lessons, teachers: -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb’s Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to	Principal, Math Education Coordinators and Math Educational Assistants, Technology Specialist	PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.  PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	2x per year District Baseline and Mid-Year Testing  Semester Exams  During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)

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			<p>encourage students to elaborate and support assertions and claims drawn from the text/content.</p> <ul style="list-style-type: none"> <li>-Allow students to “unpack their thinking” by describing how they arrive at an answer.</li> <li>-Encourage discussion by using open-ended questions.</li> <li>-Ask questions with multiple correct answers or multiple approaches.</li> <li>-Scaffold questions to help students with incorrect answers.</li> <li>-Engage all students in the discussion and ensure that all voices are heard.</li> </ul> <p>During the lessons, students:</p> <ul style="list-style-type: none"> <li>-Have opportunities to formulate many of the high-level questions based on the text/content.</li> <li>-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</li> </ul> <p>School Leadership</p> <ul style="list-style-type: none"> <li>-The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb’s Depth of Knowledge wheel.</li> <li>-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership’s team professional development plan (both individually and whole faculty).</li> </ul>			
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.
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis.	Strategy/Task Students’ math achievement improves through teachers’ collaboration with district	Tracking of peer teachers’ participation in PLCs. -Tracking of peer teachers’ interactions with teachers	2x per year District Baseline and Mid-Year Testing

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<p>The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 4% to 20%.</p>	<p>4% (1)</p>	<p>10% (22)</p>	<p>-Teachers' willingness to participate in professional development.</p>	<p>professional development instructors in all content areas.</p> <p>Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identifies teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Teachers participate in district provided professional development trainings. -Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p>Leadership Team Coach -The subject area teachers meet with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the teachers meets with the principal/APC to:</p>	<p>(planning, co-teaching, modeling, de-briefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.</p>	<p>Semester Exams  During the Grading Period - Common assessments (pre, post, mid, section, end of unit)</p>	
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				--Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  Students will reduce their achievement gap by 50% of the next six years.	<b>Baseline data 2010-2011</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>50</b>		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b> Algebra 1 Goal #3B:  <i>Enter narrative for the goal in this box.</i>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:						

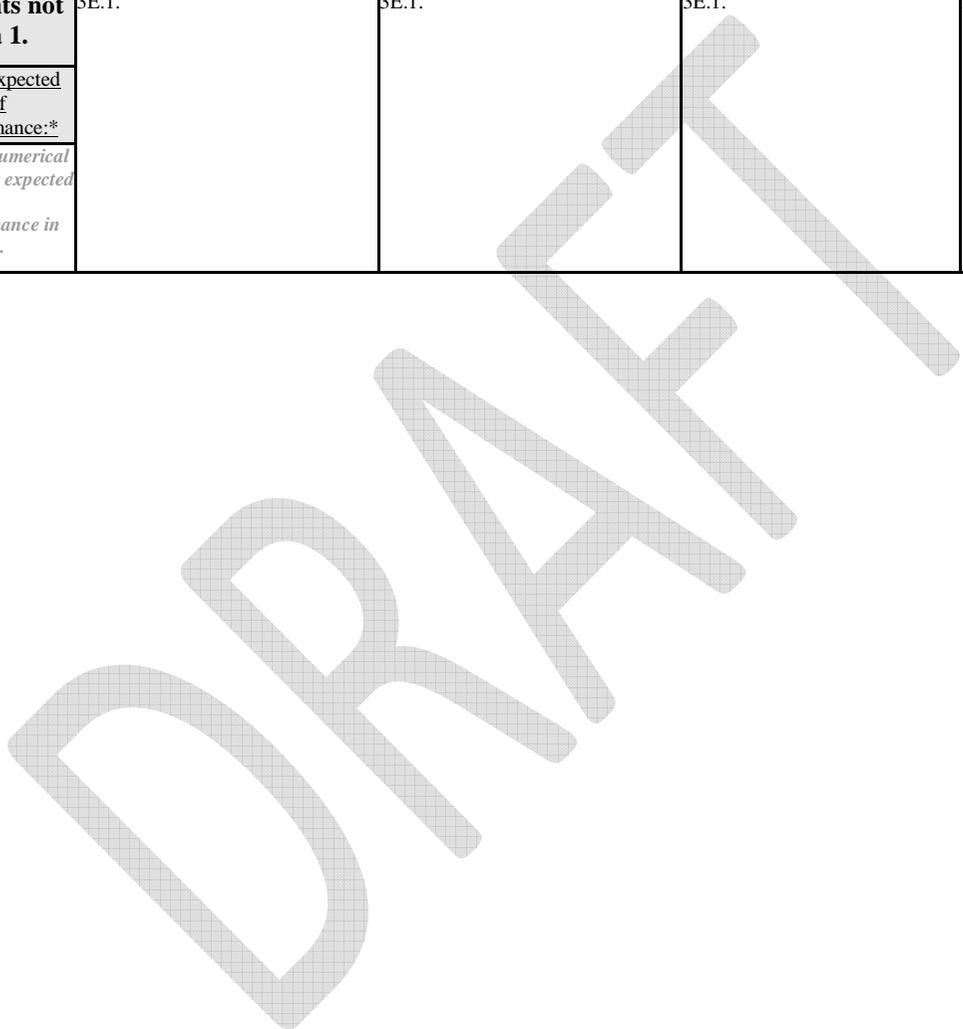
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<b>Algebra 1 Goal #3C:</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>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>					
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.
<b>Algebra 1 Goal #3D:</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>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>					

**2012-2013 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>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<b>Algebra 1 Goal #3E:</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>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>					

*End of Algebra 1 EOC Goals*



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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Our school consists of a large percentage of intensive students. These students will need considerable remediation to perform at a high level. Intensive students often lack motivation.	Basic mathematical skills will be reinforced through small group lessons and individual tutoring. Geometry skills will be reinforced through EOC practice classes during and after school. A reward and encouragement system will be implemented to help students with low motivation.	Teachers  Practice EOC tests and quizzes. Exams will be administered until students obtain mastery of each EOC lesson.	Remediation will be increased for students who do not score sufficient results on their practice tests/quizzes.	Practice tests and quizzes will be in accordance with common core state standards for mathematics.
The percentage of students scoring a level 3 or higher on the 2013 Geometry EOC will be at least 70%.	35%	70%					
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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Our school consists of a large percentage of intensive students. These students will need considerable remediation to perform at a high level. Intensive students often lack motivation.	Basic mathematical skills will be reinforced through small group lessons and individual tutoring.  Geometry skills will be reinforced through EOC practice classes during and after school.  A reward and encouragement system will be implemented to help students with low motivation.	Education Coordinators  Practice EOC tests and quizzes. Exams will be administered until students obtain mastery of each EOC lesson.	Remediation will be increased for students who do not score sufficient results on their practice tests/quizzes.	Practice tests and quizzes will be in accordance with common core state standards for mathematics.
The percentage of students scoring a 4 or a 5 on the Geometry EOC will increase 10%	10%	20%					

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<b>Geometry Goal #3E:</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>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>					

*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

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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
			<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 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>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Science Goal #1A:</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>					
<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>	<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>					

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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> <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>					
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Science Goal #2B:</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>					

*End of Elementary and Middle School Science Goals*

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

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1:	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>					
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.
Science Goal #2:	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>					

*End of Florida Alternate Assessment High School Science Goals*

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

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

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\* 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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Limited instructional time for review of challenging content -Only one biology teacher on staff who also serves as an administrator -Lack of common planning time to facilitate and hold PLC -Limited knowledge of Common Core Standards	The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through staff participation of the PLC groups through reviewing grades of students in various assignments  Action Steps 1. Full-time certified biology teacher to be added to staff once identified or teacher to complete an Agreement to Earn. 2. High school science teachers of different subject areas will collaborate to review student grades on each unit with weekly PLC meetings. 3. PLCs write goals based on online unit material. (For example, 75% of the students will score a 70% or above on each unit of instruction.) 4. At the end of the unit, teachers will review unit tests for each unit. 5. Based on data, PLCs will identify what topic needs to be reviewed prior to Biology EOC. 6. PLCs record their meetings in the PLC logs.	Principal Assistant Principal Science Teacher  How Monitored -Classroom walk-throughs by Principal & Reading Coach observing this strategy.  -PLC meetings will keep a log of student data based on unit tests.  First Nine Week Check Emerging  Second Nine Week Check Developing  Third Nine Week Check Developing	PLCs will review evaluation data.  PLCs will review unit assessments and document the number of students reaching at least 70% mastery on unit tests.  First Nine Week Check Scores from pre-assessments will be used to identify which benchmarks are not being met.  Second Nine Week Check Scores from ROADS Semester Exams will be used to identify which benchmarks are not being met.  Third Nine Week Check Scores from pre assessments will be used to identify which benchmarks are not being met.	Twice per year baseline and mid-year tests will be administered  Semester Exams  During the nine weeks - Homework Assignments - Unit assessments
The percentage of students scoring a Level 3 or higher on the 2013 Biology EOC will increase from 63% to 66%.	63% (27)	66% (35)					
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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers need assistance in integrating literacy strategies in the text.	- Students' comprehension of science text improves when students are engaged in reading & vocabulary comprehension	Principal Assistant Principal Science Teacher	Reading Coordinator will review lesson plans and complete class observations for feedback.	Semester Exams  During the Grading Period -mini-assessments

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The percentage of students scoring a Level 3 or higher on the 2013 Biology EOC will increase from 36% to 39%.	36%	39%		strategies using the supplemental curriculum to the online course work.	How monitored -The Reading Coordinator will conduct staff trainings to implement reading strategies. -Teacher to attend district trainings on reading strategies.		-unit assessments
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*End of Biology 1 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
Literacy Strategies	Grade 6-8	Science PLC & Reading Coordinator	Science and math teachers – whole department	PLC meetings every two weeks.	Reading Coordinator to review lesson plans and conduct observations to monitor literacy strategies	Ashely Ignatius, Teryl Lindsey

**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
			<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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**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.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Writing Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing	<p>Strategy: Students' use of mode-specific writing will improve through direct instruction in small groups with a focus on mode-specific writing. Small group instruction will be conducted for three sessions each week.</p> <p>Action Steps: Based on baseline data, PLCs write goals for each Grading Period. (For example, during the first Grading Period, 50% of students will score a 2.0 or above on the end-of-the Grading Period writing prompt).</p> <p>Plan: -Professional Development for updated rubric courses. -Professional Development for instructional delivery of mode-specific writing. -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction. -Lesson planning based on the needs of the students.</p> <p>Do: Biweekly/ongoing models and applications of appropriate mode-specific writing based on teaching points.</p> <p>Biweekly/ongoing conferencing</p> <p>Check:</p>	Principal, Lead Education Coordinator	<p>Check: Review of drafts completed during small group instruction as well as daily writing assignments completed across the curriculum. PLC discussions and analysis of student writing to determine trends and needs.</p> <p>Act: -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)</p>	<p>Student monthly writes/formative assessments. -Student weekly drafts -Student daily writing assignments across the curriculum. -Student revisions -Student portfolios</p>
"In 2011-12, 69% of our students scored Level 3.5 or higher on FCAT Writing. In 2012-13, we will improve to 85% as measured by the FCAT report."	69% (55)	85% (68)					

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				<p>Review of drafts completed during small group instruction as well as daily writing assignments completed across the curriculum. PLC discussions and analysis of student writing to determine trends and needs.</p> <p>Act:                      -Receive additional professional development in areas of need                      -Seek additional professional knowledge through book studies/research                      -Spread the use of effective practices across the school based on evidence shown in the best practice of others                      -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.                      -Plan ongoing monitoring of the solution(s)</p>			
<p><b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b></p>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<p><b>Writing Goal #1B:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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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
Differentiated Instruction	6-12	Lead Education Coordinator	Language Arts teachers, PLC grade level	Through Spring 2013	PLC logs kept and turned into principal /walkthroughs	Principal, PLC lead
Mode – based Writing	6-12	Education Coordinator	All Staff	Through Spring 2013	Writing trends PLC logs to Principal Walkthroughs	Principal, PLC lead
Holistic Scoring Training	6-12	Principal	All Staff	Through Spring 2013	Training logs	Principal, PLC lead

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

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			<b>Subtotal:</b>
			<b>Total:</b>

*End of Writing Goals*

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

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

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

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

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**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>

*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]).

<b>U.S. History EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1:	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>					
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:	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>					

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

**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>

*End of U.S. History Goals*

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**Attendance Goal(s)**

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

<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>Enter narrative for the goal in this box.</i>	<b>2012 Current Attendance Rate:*</b>  <i>Enter numerical data for current attendance rate in this box.</i>	<b>2013 Expected Attendance Rate:*</b>  <i>Enter numerical data for expected attendance rate in this box.</i>					
	<b>2012 Current Number of Students with Excessive Absences (10 or more)</b>  <i>Enter numerical data for current number of absences in this box</i>	<b>2013 Expected Number of Students with Excessive Absences (10 or more)</b>  <i>Enter numerical data for expected number of absences in this box.</i>					
	<b>2012 Current Number of Students with Excessive Tardies (10 or more)</b>  <i>Enter numerical data for current number of students tardy in this box.</i>	<b>2013 Expected Number of Students with Excessive Tardies (10 or more)</b>  <i>Enter numerical data for expected number of students tardy in this box.</i>					

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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

**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
			<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 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)).

<b>Suspension Goal(s)</b>		<b>Problem-solving Process to Decrease Suspension</b>								
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<b>1. Suspension</b>		1.1.	1.1.	1.1.	1.1.	1.1.				
<b>Suspension Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Total Number of In-School Suspensions</b>  <i>Enter numerical data for current number of in-school suspensions</i>	<b>2013 Expected Number of In-School Suspensions</b>  <i>Enter numerical data for expected number of in-school suspensions</i>								
	<b>2012 Total Number of Students Suspended In-School</b>  <i>Enter numerical data for current number of students suspended in-school</i>	<b>2013 Expected Number of Students Suspended In-School</b>  <i>Enter numerical data for expected number of students suspended in-school</i>								
	<b>2012 Total Number of Out-of-School Suspensions</b>  <i>Enter numerical data for current number of students suspended out-of-school</i>	<b>2013 Expected Number of Out-of-School Suspensions</b>  <i>Enter numerical data for expected number of students suspended out-of-school</i>								
	<b>2012 Total Number of Students Suspended Out-of-School</b>  <i>Enter numerical data for current number of students suspended out-of-school</i>	<b>2013 Expected Number of Students Suspended Out-of-School</b>  <i>Enter numerical data for expected number of students 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

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

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

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. Varied instructional needs of students are not met thereby limiting student engagement to motivate and foster intrinsic feelings of ability to be successful	1.1. MTSS team will analyze and evaluate grades, attendance and discipline data to target at risk students and create plans to track and scaffold student achievement to raise graduation probability.	1.1. Principal, MTSS team, Leadership team.	1.1. Continuous analysis of grades attendance and discipline.	1.1. Progress Track Monitoring Reports Attendance Records
<u>Dropout Prevention Goal #1:</u>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	0%	0%					
In the 2011/ 2012 school year % () of students dropped out of school. It is expected that % () will leave school of their own volition.	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	100%	100%					

**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
No data			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

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. Families with language and communication barriers tend to not become as involved or volunteer.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
In the 2010/2011 school year 70% of Parents were somehow involved in the school.. It is expected that in 2011/2012 100% will be involved somewhere within the school.	70%	100%					

**Parent Involvement Professional Development**

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

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**Parent Involvement Budget**

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

*End of Parent Involvement Goal(s)*

**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				
	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:  <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

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

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

*End of STEM Goal(s)*

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>CTE 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.

**CTE Professional Development**

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

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

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

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

*End of CTE Goal(s)*

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**Additional Goal(s)**

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

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

**Additional Goals Professional Development**

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

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

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

*End of Additional Goal(s)*

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

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

Describe the projected use of SAC funds.	Amount
Professional Development for All Staff	\$6,000