

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Calusa Elementary School	District Name: Pasco
Principal: Kara Merlin	Superintendent: Heather Fiorentino
SAC Chair: Ellen Thomas	Date of School Board Approval: October 16, 2012

Student Achievement Data:

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](#)

Highly Effective Administrators

April 2012

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

List your school's highly effective 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	Kara Merlin	BS Elementary Education MA Clinical Psychology EdS Educational Leadership Primary Education K-3 Educational Leadership K-12	2	6	2012 D (Learning Gains Rdg -62% Math- 57%/ Lowest 25% Rdg- 64 Math- 55%) 2011 C (Learning Gains Rdg- 55% Math- 50%/ Lowest 25% Rdg- 62% Math- 65%) AYP- NO 2010 B (Learning Gains Rdg- 61% Math- 61%/ Lowest 25% Rdg- 39% Math- 56%) AYP- NO 2009 A (Learning Gains Rdg- 74% Math- 69%/ Lowest 25% Rdg- 68% Math- 68%) AYP Yes 2008 B (Learning Gains Rdg- 62% Math- 59%/ Lowest 25% Rdg- 50% Math- 59%) AYP No 2007 A (Learning Gains Rdg- 76% Math- 64%/ Lowest 25% Rdg- 65% Math- 66%) AYP No
Assistant Principal	Christine Ramirez	BA Elementary Education MA Educational Leadership Elementary Education 1-6 Integrated Curriculum 6-8 Educational Leadership K-12	3	3	2012 D (Learning Gains Rdg -62% Math- 57%/ Lowest 25% Rdg- 64 Math- 55%) 2011 C (Learning Gains Rdg- 55% Math- 50%/ Lowest 25% Rdg- 62% Math- 65%) AYP NO 2010 D (Learning Gains Rdg- 59% Math- 42%/ Lowest 25% Rdg- 50% Math- 47%) AYP NO

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

Highly Effective Instructional Coaches

List your school's highly effective 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading					
Math	Ginger Marcel	B.A.K-6, ESE	0	0	N/A
Science	Kate D'Avanzo	B.A. Pre K-3, ESE, ESOL, Middle Grades Integrated	0	1	C

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Recruit: Applicants go through an extensive screening process to ensure that they are the most highly qualified teacher for the position. Candidates are selected only if their skill set matches the needs of the learners assigned to them.	District Administration School level administration	June 2013	
Retain: Continue providing support to faculty members through job embedded training and learning communities. In addition, provide support through the coaching cycle.	District Staff Development Administration Coaches	June 2013	

April 2012

Rule 6A-1.099811

Revised July 12, 2011

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

When first year teachers are hired there are regularly scheduled meetings for new teachers and their assigned mentors. A new teacher mentor liaison was selected and will provide pre-planning orientation to the school.	Administration Coaches Mentor Teachers and Liaison	June 2013	

Non-Highly Effective Instructors

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		
4.		

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	6% (3)	28% (14)	46% (23)	20% (10)	34% (17)		6% (3)	2% (1)	38% (19)

Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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
Maria Nelson	Carrie Dunn	Same grade level/team, mentoring experience, and leadership skills	Mentoring meetings, Co-planning, observations, etc.
Cindy Grey	Katie Morton	Same grade level/team, mentoring experience, and leadership skills	Mentoring meetings, Co-planning, observations, etc.
Jennifer Woods	Meghan Chapin, Kristin Oates	Same grade level/team, mentoring experience, and leadership skills	Mentoring meetings, Co-planning, observations, etc.
Kelly Agnello	Krista MacNeill, Stacy Lipinski	Same grade level/team, mentoring experience, and leadership skills	Mentoring meetings, Co-planning, observations, etc.
Ellen Thomas	Nicole Guercio, Terry Nappi	Same grade level/team, mentoring experience, and leadership skills	Mentoring meetings, Co-planning, observations, etc.
Angelica Piscitello	Kerri Leahy	Same grade level/team, mentoring experience, and leadership skills	Mentoring meetings, Co-planning, observations, etc.

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

Jennifer Szymanski	Melissa Marotta	Same grade level/team, mentoring experience, and leadership skills	Mentoring meetings, Co-planning, observations, etc.
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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 funds are being used to support the modern technology integration in our school and to provide substitutes and stipends so that our teaching staff can participate in staff development opportunities during and beyond the school day. IXL math will be purchased as an intervention and enrichment for mathematics. We also utilize funds for a .5 Parent Involvement Assistant, .5 technology specialist, 1 intervention teacher, 1 Drop out Prevention teacher, and .8 PE.
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II N/A
Title III - Title III funds will provide extra support to our English Language Learners (ELL) to meet the academic proficiency standards. In addition, these funds will be used to fund additional tutoring for ELL students.
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) District SAI funds will provide extended school year instruction for those students scoring Level 1 on the Reading FCAT.
Violence Prevention Programs N/A
Nutrition Programs Calusa Elementary School offers free breakfast to all students and free or reduced lunch to 83% of students.

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

Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The school-based MTSS/RtI Leadership Team consists of one teacher from each grade level, an ESE teacher, an intervention teacher, the technology specialist, the literacy coach, the science coach, the school psychologist and administration.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The school-based RtI Leadership Team participates in the following activities: <ul style="list-style-type: none"> • Review of Universal Screening data. • Review of Progress Monitoring data. • Planning for Interventions. • Assessment of RtI implementation progress (Self-Assessment of Problem Solving Implementation (SAPSI). • Assessment of school staff’s practices and skill development (RtI Skills and RtI Perception of Practices Surveys). • Development of professional development/technical assistance plan to support RtI implementation.

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

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- Analyzes relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identifies critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
- Analyzes schoolwide and grade-level data in order to identify student achievement trends.
- Analyzes disaggregated data in order to identify trends and groups in need of intervention.
- Develops assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Develops data review plans, supports, and calendars.
- Develops processes to ensure intervention fidelity
- Reviews Progress Monitoring data.
- Plans for Interventions.
- Assesses RtI implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI).
- Assesses school staff's skill development (RtI Skills Survey).
- Develops professional development/technical assistance plan to support RtI implementation.

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. Our school will utilize the following data sources and data management systems at each tier in order to analyze data:

Reading

Sources- FAIR, FCAT, series Assessments, Running Records, individual intervention data, conference logs
Management Systems- PMRN, Pasco STAR

Math

Sources- Core K-12, Pre/Post tests from series, individual intervention data
Management Systems- Core K-12 Assessment Center, Excel database for pre/post tests and interventions

Science- Core K-12, series assessments

Management Systems- Core K-12 Assessment Center

Writing- McMillanMcgraw-Hill Writing Assessments

Management Systems- Excel

Behavior- Office Discipline Referrals

Management Systems- Pasco STAR

April 2012

Rule 6A-1.099811

Revised July 12, 2011

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

Describe the plan to train staff on MTSS.

All grades will have two trained facilitators that will independently facilitate grade-level meetings (e.g., prepare Tier I and Tier II data, facilitate each step of problem solving, etc.)

*Connections with existing systems and initiatives will be made; integrate new trainings/initiatives into PS/RtI framework (maintain the focus on RtI activities rather than moving to the “next new thing”)

*Continue aligning mission statement, core values/school wide beliefs

*Continue promoting and deepening the rationale for school-wide focus (including PS/RtI) with staff

*Identify the schools top priorities and understand the rationale for the priorities

*Big ideas of RtI will be communicated to other stakeholders through small and large group presentations throughout the year

*Time will be designated for team(s) to discuss Tier I/Tier II issues (based on data) for multiple grade levels/academic areas

*Problem solving will occur at least once after each benchmark assessment period.

*Teams will engage in strategic planning/small group problem solving to address Tier I/II issues

*Teams will maintain appropriate documentation of each step of problem-solving including fidelity of instructional practices and student outcome

Describe plan to support MTSS.

Continued instruction in the problem -solving model through PLC’s with administration. Introduction of T-Bit model with support documentation and format for analyzing data in meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). The school-based Literacy Leadership Team consists of one primary teacher, one intermediate teacher, one 21st century classroom teacher, the Literacy Coach, the media specialist, the graduation enhancement teacher and administration.

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

The school-based LLT participates in the following activities:

- Review of Universal Screening data.
- Review of Progress Monitoring data.
- Planning for Reading Interventions.
- Assessment of implementation progress of Core reading series (District Scan Data)
- Assessment of school staff’s practices and skill development (Analyzing walk-through data).
- Development of professional development to support implementation of the core reading series and high quality instructional practices.

April 2012

Rule 6A-1.099811

Revised July 12, 2011

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

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

- Continued professional development for independent reading supported by teacher conferencing.
- Assistance with infusing higher order thinking strategies into reading instruction.
- Monitoring implementation of the K-12 plan

Public School Choice

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

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

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

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

At Calusa Elementary School, all incoming Kindergarten students receive a package of materials to practice kindergarten skills throughout the summer. All students are assessed prior to, or upon entering Kindergarten, in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the end of September 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include: FLKRS/FAIR

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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

**High Schools Only*

Note: Required for High School-Sec. 1003.413(g)(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?

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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?

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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](#).

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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						

April 2012

Rule 6A-1.099811

Revised July 12, 2011

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

	Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Lack of time students spend engaged in independent reading of self-selected text supported by teacher conferencing	1a.1. Increase time students spend engaged in independent reading with self-selected texts supported by teacher conferencing FOCUS: Student Engagement	1a.1. Administration Classroom Teachers Literacy Coach	1a.1. Teacher conference logs. Students will track time spent reading using an individual reading log. Class data showing time spent engaged in reading.	1a.1. LLT Walk Throughs Monthly data on class engagement Teacher Conference Logs Literacy Coach Log		
Reading Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percent of students scoring at proficiency in reading will increase by at least 15%.</i>							
	23%(70)	38% (121)					

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

		1a.2. Teachers perceive that students lack the experience and background knowledge to be successful using higher order thinking skills. Teachers lack training in the use of higher order thinking skills.	1a.2. Teachers will explicitly model the use of higher order thinking skills with text consistently during daily lessons, and allow students the opportunity to immediately practice applying that skill to text. FOCUS: Student Engagement	1a.2. Teachers Literacy Coach Administration	1a.2. Literacy Walkthrough	1a.2. LLT Walk Throughs Lesson Plans	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Reading Goal #1b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

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

		1b.3.	1b.3.	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		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Lack of opportunities for students to engage in higher order thinking skills.	2a.1. Teachers will utilize the Research and Inquiry project from the core reading series and guide students through the inquiry process by acting as a facilitator. FOCUS: Writing across the curriculum.	2a.1. Administration Classroom Teachers Literacy Coach	2a.1. Student projects will demonstrate evidence of higher order thinking and originality.	2a.1. Project Evaluation/Rubric Student written reflection about the inquiry process.		
Reading Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percent of students scoring a level 4 or 5 in reading will increase by at least 10%.</i>							
	24% (75)	34% (108)					

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Students do not apply reading strategies taught through the core to their independent reading.	3a.1. Teachers will explicitly model how smart readers apply reading strategies during Read Aloud. FOCUS: Student Engagement FOCUS: Collaboration	3a.1. Teacher Literacy Coach Administration	3a.1. Conference Logs Observation of student conversations	3a.1. LLT Walkthrough Conference Logs		
<u>Reading Goal #3a:</u> <i>Increase the percentage of students making learning gains on the 2013 Reading FCAT by at least 10%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62% (126)	72% (147)					

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

		3a.2. Lack of time students spend engaged in independent reading of self-selected text supported by teacher conferencing	3a.2. Increase time students spend engaged in independent reading with self-selected texts supported by teacher conferencing FOCUS: Student Engagement	3a.2. Administration Classroom Teachers Literacy Coach	3a.2. Teacher conference logs. Students will track time spent reading using an individual reading log. Class data showing time spent engaged in reading.	3a.2. LLT Walk - Throughs Monthly data on class engagement Teacher Conference Logs Literacy Coach Log	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Reading Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							

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

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Difficulty with matching resources to meet the needs of students.	4a.1. Teachers will utilize resource maps to match intervention materials to the needs of students.	4a.1. SBLT's Teachers	4a.1. Increase in percentage of students making learning gains evidenced through assessments.	4a.1. FCAT MMH Assesments FAIR		

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

Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the learning gains of students in the lowest quartile to at least 75 % as measured by the 2013 Reading FCAT</i>							
	64% (33)	75% (38)					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							

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

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012 65% (207) Prof. Goal	2012-2013 69% (219) Prof. Goal	2013-2014 72% (229) Prof. Goal	2014-2015 75% (239) Prof. Goal	2015-2016 78% (248) Prof. Goal	2016-2017 81% (258) Prof. Goal	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>62% (186)</u>	Total: 43% NP students (130) White: 39% NP (85) E.D.: 47% NP (108)	Total: 38% NP White: 35% NP E.D.: 42% NP	Total: 34% NP White: 31% NP E.D.: 37% NP	Total: 30% NP White: 27% NP E.D.: 32% NP	Total: 26% White: 23% NP E.D.: 27%	Total: 22% NP White: 19% NP E.D. 23% NP
<u>Reading Goal</u> #5A: <i>Students not meeting proficiency will decrease yearly to meet targeted ESEA goals reductions of 50 % over 6 years.</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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5a.1. White Lack of time students spend engaged in independent reading of self-selected text supported by teacher conferencing	5a.1. Increase time students spend engaged in independent reading with self-selected texts supported by teacher conferencing FOCUS: Student Engagement	5a.1. Administration Classroom Teachers Literacy Coach	5a.1. Teacher conference logs. Students will track time spent reading using an individual reading log. Class data showing time spent engaged in reading.	5a.1. LLT Walk - Throughs Monthly data on class engagement Teacher Conference Logs Literacy Coach Log FAIR		
<u>Reading Goal #5B:</u> <i>All subgroups will improve reading proficiency by 10% as measured by the 2013 Reading FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					

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

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Teachers perceive that students lack the experience and background knowledge to be successful using higher order thinking skills. Teachers lack training in the use of higher order thinking skills.	5E.1. Teachers will explicitly model the use of higher order thinking skills with text consistently during daily lessons, and allow students the opportunity to immediately practice applying that skill to text. FOCUS: Student Engagement	5E.1. Teachers Literacy Coach Administration	5E.1. Conference Logs Anecdotal evidence Observation of student conversation reflecting the language used by the teacher during lessons.	5E.1. LLT Walkthroughs MMH Assessments Conference Logs Coaching Logs		
<u>Reading Goal #5E:</u> <i>Economically disadvantaged students will improve reading proficiency by 10% as measured by the 2013 Reading FCAT.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	48% (113)	58% (138)					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

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

Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaborative structures to promote student collaboration and conversation.	K-5	Literacy Coach LLT	school-wide	Weekly Reading Professional Development and PLCs (September 2012-May 2013)	Lesson Plans Walkthroughs Observations	Administration Lead Literacy Team
Reading Conferencing	K-5	Literacy Coach LLT	school-wide	Weekly Reading Professional Development and PLC's (September 2012-May 2013)	Coaching Observations	Administration Lead Literacy Team

Reading 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

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

Ensure that each classroom has an organized classroom library by providing training and materials	Book of the Month books for all K-5 classrooms	Lottery Funds	\$3,560.00
Teachers will utilize resource maps to match intervention materials to the needs of students	Leveled Literacy Intervention	Title I	3000.00
Subtotal:6560.			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase student interaction and engagement with reading.	Slates/Mimeo Vote	Title I	1600.
Subtotal:1600.			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Increase student engagement through cooperative learning strategies/collaborative structures.	Substitutes for teacher professional development. Stipends	Title I	4000.00
Subtotal:4000.			
Other			
Strategy	Description of Resources	Funding Source	Amount
Teachers will explicitly model the use of higher order thinking skills with text consistently during daily lessons, and allow students the opportunity to immediately practice applying that skill to text.	Extended Year Program for Primary Students	Title I	3600.
Subtotal:3600.			
Total:15760.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
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April 2012
 Rule 6A-1.099811
 Revised July 12, 2011

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/Speaking.	1.1. Differentiated strategies and/or interventions for CELLA students are used with individual students, but are not aligned with support staff as students are serviced.	1.1.ELL will meet with group of students that share similar needs. Differentiated strategies will be documented for all staff members.	1.1. ELL teachers, classroom teachers, interventions teachers, administrators	1.1.ELL teachers will collaboratively work with grade level teams to progress monitor targeted listening/speaking strategies.	1.1. Student work, observations	
CELLA Goal #1: <i>There will be a 10% increase in the number of students scoring proficient as measured by the 2013 Cella.</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	K- 20% (2) 1 - 43% (3) 2 - 100% (3) 3 - 66% (4) 4 - 66% (2)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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	

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

<p>2. Students scoring proficient in Reading.</p>	<p>2.1. Differentiated strategies and/or interventions for CELLA students are used with individual students, but are not aligned with support staff as students are serviced</p>	<p>2.1. ELL will meet with group of students that share similar needs. Differentiated strategies will be documented for all staff members.</p>	<p>2.1. ELL teachers, classroom teachers, interventions teachers, administrators</p>	<p>2.1. ELL teachers will collaboratively work with grade level teams to progress monitor targeted reading strategies</p>	<p>2.1. FAIR, CORE K-12, MMH, Benchmark Assessments, running records, students work, observations.</p>	
<p>CELLA Goal #2: <i>There will be a 10% increase in the number of students scoring proficient as measured by the 2013 Cella – Reading.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><i>K- 0% (0) 1 – 29% (2) 2 – 66% (2) 3 – 17% (1) 4 – 33% (1)</i></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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

<p>3. Students scoring proficient in Writing.</p>	<p>2.1. Differentiated strategies and/or interventions for CELLA students are used with individual students, but are not aligned with support staff as students are serviced</p>	<p>2.1. ELL will meet with group of students that share similar needs. Differentiated strategies will be documented for all staff members.</p>	<p>2.1. ELL teachers, classroom teachers, interventions teachers, administrators</p>	<p>2.1. ELL teachers will collaboratively work with grade level teams to progress monitor targeted writing strategies</p>	<p>2.1. Writing Samples</p>	
<p>CELLA Goal #3: <i>There will be a 10% increase in the number of students scoring proficient as measured by the 2013 Cella – Writing.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>K – 0% (0) 1 – 29% (2) 2 – 0% - (0) 3 – 17% - (1) 4 – 0% - (0)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>

CELLA Budget (Insert rows as needed)

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

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

April 2012

Rule 6A-1.099811

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Student engagement in curriculum through collaborative work and manipulatives is minimal.	1a.1. Teachers will foster learning through collaborative structures and hands-on materials. FOCUS: Student Engagement	1a.1. Administration Math Coach Teachers	1a.1. Walkthrough data Student proficiency will increase in each standard.	1a.1. Math Assessments – summative and formative. Walkthrough tool		
Mathematics Goal #1a: <i>Students scoring level 3 in math will increase by 15% as measured by 2013 Math FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	20% (68)	35% (111)					

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

		1a.2. Curriculum timelines/ checkpoints difficult to follow.	1a.2. Time will be allotted in master schedule for 90 minute blocks of math. Teams will assess and adjust teaching strategies as necessary to keep up with checkpoints. FOCUS: Collaborative Planning	1a.2. Administration Math Coach Teachers	1a.2. Checkpoints are followed and assessments are delivered at the corresponding time.	1a.2. Benchmark assessments Lesson Plans	
		1a.3. Limited use of higher level thinking and problem solving strategies.	1a.3. Increase knowledge, skills and strategies of classroom teachers through real world contexts. Vary the context in which students use a newly taught skill, emphasize the building blocks of H.O.T. Encourage students to think and write about their thinking. FOCUS: Student Engagement FOCUS: Writing across the curriculum	1a.3. Math Coach Administration Teachers	1a.3. Student Achievement Reviews Walkthroughs Conferences	1a.3. Formative and summative assessments.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. Limited use of higher level thinking and problem solving strategies.</p>	<p>2a.1. Increase knowledge, skills and strategies of classroom teachers through real world contexts. Vary the context in which students use a newly taught skill, emphasize the building blocks of H.O.T. Encourage students to think and write about their thinking. FOCUS: Student Engagement FOCUS: Writing across the curriculum</p>	<p>2a.1. Math Coach Administration Teachers</p>	<p>2a.1. Student Achievement Reviews Walkthroughs Conferences</p>	<p>2a.1. Formative and summative assessments.</p>		
<p><u>Mathematics Goal #2a:</u> <i>Students scoring at levels 4 and 5 will increase by 15% as measured by the 2013 Math FCAT.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>13% (41)</p>	<p>28% (89)</p>					
		<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	
		<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	

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

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

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

<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. Student engagement in curriculum through collaborative work and manipulatives is minimal.</p>	<p>3a.1. Teachers will foster learning through collaborative structures and hands-on materials. FOCUS: Student Engagement</p>	<p>3a.1. Math Coach Administration Teachers</p>	<p>3a.1. Walkthrough data Student proficiency will increase in each standard</p>	<p>3a.1. Math Assessments – summative and formative. Walkthrough tool</p>		
<p><u>Mathematics Goal #3a:</u> <i>Increase the learning gains of students in the lowest quartile to at least 75 % as measured by the 2013 Math FCAT</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>57% (116)</p>	<p>75%(153)</p>					
		<p>3a.2. Curriculum timelines/ checkpoints difficult to follow.</p>	<p>3a.2. Time will be allotted in master schedule for 90 minute blocks of math. Teams will assess and adjust teaching strategies as necessary to keep up with checkpoints. FOCUS: Collaborative Planning</p>	<p>3a.2. Math Coach Administration Teachers</p>	<p>3a.2. Checkpoints are followed and assessments are delivered at the corresponding time</p>	<p>3a.2. Benchmark assessments Lesson Plans</p>	

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

		<p>3a.3. Limited use of higher level thinking and problem solving strategies.</p>	<p>3a.3. Increase knowledge, skills and strategies of classroom teachers through real world contexts. Vary the context in which students use a newly taught skill, emphasize the building blocks of H.O.T. Encourage students to think and write about their thinking. FOCUS: Student Engagement FOCUS: Writing across the curriculum</p>	<p>3a.3. Math Coach Administration Teachers</p>	<p>3a.3. Student Achievement Reviews Walkthroughs Conferences</p>	<p>3a.3. Formative and Summative assessments</p>	
<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p><u>Mathematics Goal #3b:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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

		3b.3.	3b.3.	3b.3.	3b.3.	3b.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		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. Teacher ability to structure the math block to allot time for Tier II and Tier III interventions while simultaneously engaging proficient students in meaningful activities.	4a.1. Collaborate with other classroom teachers and math coach to review data and to model the use of resources that can be used for Tier II and Tier III support to students. Teachers will meet regularly with these students to provide this additional support. FOCUS: Collaboration	4a.1. Teachers Math Coach	4a.1. Achievement level meetings and PLC's will be used to progress monitor student learning through data analysis of curriculum-based assessments.	4a.1. PLC Notes Assessments		
<u>Mathematics Goal #4a:</u> <i>Students scoring in the lowest 25% in math will increase by 15% as measured by 2013 Math FCAT</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	55% (82)	70% (105)					

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

		4a.2. Limited use of higher level thinking and problem solving strategies.	4a.2. Increase knowledge, skills and strategies of classroom teachers through real world contexts. Vary the context in which students use a newly taught skill, emphasize the building blocks of H.O.T. Encourage students to think and write about their thinking. FOCUS: Student Engagement FOCUS: Writing across the curriculum	4a.2. Math Coach Administration Teachers	4a.2. Student Achievement Reviews Walkthroughs Conferences	4a.2. Formative and Summative assessments	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	Total: 43% NP students (130) White: 39% NP (85) E.D.: 47% NP (108)	Total: 37% NP White: 35% NP E.D.: 42% NP	Total: 33% NP White: 31% NP E.D.: 37% NP	Total: 29% NP White: 27% NP E.D.: 32% NP	Total: 25% NP 23% NP White: E.D.: 27% NP	Total: 21%NP students White: 19% NP E.D.: 23% NP

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

<p><u>Mathematics Goal #5A:</u> <i>Students not meeting proficiency will decrease yearly to meet targeted ESEA goals reductions of 50 % over 6 years.</i></p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5b.1. White Student engagement in curriculum through collaborative work and manipulatives is minimal.</p>	<p>5b.1. Teachers will foster learning through collaborative structures and hands- on materials. FOCUS: Student Engagement</p>	<p>5b.1. Math Coach Administration Teachers</p>	<p>5b.1. Walkthrough data Student proficiency will increase in each standard</p>	<p>5b.1. Math Assessments – summative and formative. Walkthrough tool</p>		
<p><u>Mathematics Goal #5B:</u> <i>All subgroups will improve reading proficiency by 10% as measured by the 2013 Math FCAT</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

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

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

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

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

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. White Student engagement in curriculum through collaborative work and manipulatives is minimal.	5E.1. Teachers will foster learning through collaborative structures and hands- on materials. FOCUS: Student Engagement	5E1.1. Math Coach Administration Teachers	5E.1. Walkthrough data Student proficiency will increase in each standard	5E.1. Math Assessments – summative and formative. Walkthrough tool		
<u>Mathematics Goal</u> <u>#5E:</u> <i>Economically disadvantaged students will improve reading proficiency by 10% as measured by the 2013 Math FCAT</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60% (142)	70% (166)					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

Middle School Math ematics Goals	Problem-Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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

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

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

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

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

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

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

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

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<u>Mathematics Goal #3b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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

		3b.3.	3b.3.	3b.3.	3b.3.	3b.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		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<u>Mathematics Goal #4a:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	

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

		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

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

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

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

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

Mathematics Goal #5C:	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>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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

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

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

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

April 2012
 Rule 6A-1.099811
 Revised July 12, 2011

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

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

gh School	Mathemat	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1:	<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>						
		1.2.	1.2.	1.2.	1.2.	1.2.		

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

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

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

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

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

4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
	Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						

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

<p><u>Algebra Goal #3A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Algebra Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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

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

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

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

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

<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</p>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<p>Algebra Goal #3E: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

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

Geometry End-of-Course Goals

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

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

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

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

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

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IXL/technology	k-5/math	math coach teachers	k-5 teachers	ongoing beginning Sept, 2012	PLC's walkthroughs observations lesson plans	math coach technology specialist
Writing across curriculum (journals, vocabulary development, metacognitive thinking)	k-5/math	math coach teachers	k-5 teachers	ongoing beginning Sept, 2012	PLC's walkthroughs observations lesson plans	administration math coach R

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
Subtotal:			
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
Teachers will foster learning through collaborative structures and hands- on materials	IXL Math	Title I	2680.
Subtotal:2680.			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Increase knowledge, skills and strategies of classroom teachers through real world contexts. Vary the context in which students use a newly taught skill, emphasize the building blocks of H.O.T. Encourage students to think and write about their thinking.	Professional Development – Substitutes and stipends	Title I	4000.
Subtotal:4000.			
Other			
Strategy	Description of Resources	Funding Source	Amount
Teachers will foster learning through collaborative structures and hands- on materials.	Extended School Year for Math	District Funds	
Subtotal:			
Total:6680.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

April 2012

Rule 6A-1.099811

Revised July 12, 2011

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Teachers perceive that students lack the experience and background knowledge to be successful using higher order thinking skills. Teachers lack training in the use of higher order thinking skills.	1a.1 Teachers will explicitly model the use of higher order thinking skills with science text and concept consistently during lessons, and allow students the opportunity to immediately practice applying that skill. FOCUS: Student Engagement	1a.1. Teachers Science Coach Administration	1a.1. Achievement Reviews Classroom Observations	1a.1. CORE K12 FCAT		
Science Goal #1a: <i>The percentage of students scoring a level 3 on the 2013 Science FCAT will increase by 20%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	23% (25)	43% (47)					

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

		1a.2.1 Time constraints in teacher schedules to provide adequate direction instruction in scientific process and theory.	1a.2.1 Provide flexibility in classroom schedules for teachers to include direct science instruction as necessary per grade level. FOCUS:Collaboration	1a.2.1 Administration	1a.2.1 Achievement Reviews Classroom Observations	1a.2.1 Core K12 FCAT	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Science Goal #1b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Time constraints in teacher schedules to provide adequate direction instruction in scientific process and theory.	2a.1. Provide flexibility in classroom schedules for teachers to include direct science instruction as necessary per grade level. Utilize available resources to extend learning. FOCUS: Collaboration	2a.1. Administration Teachers Science Coach	2a.1. Achievement Reviews Classroom Observations	2a.1. Core K12 FCAT		
Science Goal #2a: The percentage of students scoring a level 4 or 5 on the 2013 Science FCAT will increase by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5% (6)	15% (17)					
		2a.2. Limited use of higher level thinking and problem solving strategies	Increase knowledge, skills and strategies of classroom teachers through real world contexts. Vary the context in which students use newly taught skills. Emphasize the building blocks of H.O.T. Encourage students to think and write about their thinking FOCUS: Student Engagement FOCUS: Writing across the curriculum	Science Coach Administration Teachers	Student Achievement Reviews Walkthroughs Conferences	CORE K12 FCAT Classroom Assessments	

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

		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
<u>Science Goal #2b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science	Problem-						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

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

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to						

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

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

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Biology Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
High quality instructional techniques in science	Grades 3-5	Science Intervention Teacher Science Coach	Intermediate teachers (3-5)	Ongoing- beginning September 2012	Walkthroughs Achievement Reviews	Administration Science Coach

Science Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
Increase knowledge, skills and strategies of classroom teachers through real world contexts. Vary the context in which students use newly taught skills.	Professional Development – Interactive NOTEBOOK Training	Title I	2000
Subtotal:2000.			
Total:2000.			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Teachers unaware of new testing requirements and standards.	1a.1. Review all available FCAT Writes materials and test information, and State writing standards. FOCUS: Collaboration	1a.1. Administration Literacy Coach Teachers	1a.1. Achievement Reviews Quarterly Prompt Responses	1a.1. Formal and informal Assessments Work samples		

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

<p>Writing Goal #1a: <i>Students scoring a 3 or more on FCAT writes in 2013 will increase by 20%</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>71% (66)</p>	<p>91% (85)</p>					
		<p>1a.2. Students are unable to write about their thinking and learning.</p>	<p>1a.2. Teachers will model thinking process and writing throughout the curriculum. FOCUS: Student Engagement FOCUS: Writing across the curriculum</p>	<p>1a.2. Administration Literacy Coach Teachers</p>	<p>1a.2. Achievement Reviews Journal Responses Walkthroughs</p>	<p>1a.2. Work Samples</p>	
		<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	
<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1b.1. Teachers unaware of new testing requirements and standards.</p>	<p>1b.1. Review all available FCAT Writes materials and test information, and State writing standards. FOCUS: Collaboration</p>	<p>1b.1. Administration Literacy Coach Teachers</p>	<p>1b.1. Achievement Reviews Quarterly Prompt Responses</p>	<p>1b.1. Formal and informal Assessments Work samples</p>		
<p>Writing Goal #1b: <i>50% of students will score a 4 or more on the 2013 FCAT Writes.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	12% (11)	50% (47)					
		Ib.2. Students are unable to write about their thinking and learning.	Ib.2. Teachers will model thinking process and writing throughout the curriculum. FOCUS: Student Engagement FOCUS: Writing across the curriculum	Ib.2. Administration Literacy Coach Teachers	Ib.2. Achievement Reviews Journal Responses Walkthroughs	Ib.2. Work Samples	
		Ib.3.	Ib.3.	Ib.3.	Ib.3.	Ib.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
How to effectively use an academic journal to write across the curriculum	K-5	Lead literacy team District personnel Peer teachers trained in academic notebook use	School-wide	Ongoing at weekly PLCs beginning September 2012	Observations	Administration Coaches Support Personnel

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

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Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will model thinking process and writing throughout the curriculum. – Students will utilize iPads to create written works.	E-Printers	Title I	600.
Subtotal:600.			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will model thinking process and writing throughout the curriculum	Writing Consultant	Title I	10,000.
Subtotal:10,000.			
Other			
Strategy	Description of Resources	Funding Source	Amount
Teachers will model thinking process and writing throughout the curriculum	Writing Matters in every Classroom	Title I	1200.
Subtotal:1,200.			
Total:11,800.			

End of Writing Goals

Civics End-of-Course (EOC) Goals

April 2012

Rule 6A-1.099811

Revised July 12, 2011

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

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

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

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

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

Civics Professional Development

Professional Development (PD) aligned with Strategies through						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

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

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

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

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

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

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

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

1. Attendance	1.1 Lack of home/school contact when a student is absent.	1.1 Teachers will initiate contact with a student's family during each absence.	Teachers Data Entry Operator School Social Worker Administration	Monthly attendance reviews	20% Absent Report		
Attendance Goal #1: <i>Increase student attendance rates by 15% as measured through daily attendance.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	73% (433)	88% (528)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	27% (163)	12% (72)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	10% (56)	5% (28)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Raptor alert system	K-5	Technology Specialist	Front office staff, administration, Social Worker	9/2012	Monthly attendance reviews	Administration

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Lack of personal contact when a student is tardy or has an early release.	Raptor License	District Principal Funds	\$432.00
Subtotal:432.			
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	Inconsistency across the school with the implementation of a Positive Behavior System	Continue implementation of school-wide behavioral expectation system that includes direct instruction in expected behaviors.	Administration Behavior Committee Faculty and Staff	Monthly data reviews	ODRs Pasco STAR Behavior		

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

Suspension Goal #1: <i>Number of In – School Suspensions will be reduced by 10% for the 2012-2013 school year.</i>	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	9% (42)	7% (38)					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	42	38					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	11% (50)	9% (45)					
	2012 Total Number of Students Suspended Out-of- School	2013 Expected Number of Students Suspended Out-of-School					
	50	45					
		1.2 Students lack skills for appropriate social interaction	1.2 Continue daily class meetings and weekly social skills instruction in all K-5 classrooms.	1.2 Administration Rtl Behavior Committee	1.2 Behavior Committee meeting 1x per month to review data, Staff Implementation calendar for Second Step	1.2 ODRs Pasco STAR Behavior	
		1.3 Amount of time needed to effectively implement social skills instruction	1.3 Staff will be allocated a sufficient amount of time to implement the Morning meetings daily and weekly Second Step lessons	1.3 Administration Classroom Teacher Guidance Counselor	1.3 PLC's Anecdotal Observation	1.3 ODRs Pasco STAR Behavior	

Suspension Professional Development

Professional Development (PD) aligned with						
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April 2012
 Rule 6A-1.099811
 Revised July 12, 2011

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Positive Behavior Training	K-5	Administration RtI Behavior Team	School-wide	Ongoing	monthly meetings Behavior Committee meetings	Administration Behavior Committee

Suspension Budget (Insert rows as needed)

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

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

April 2012
 Rule 6A-1.099811
 Revised July 12, 2011

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

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

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

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>By engaging students in learning experiences that integrate Science, Technology, Engineering, and Math, there will be a 10% increase in the number of students meeting proficiency as measured by the 2013 FCAT for Math and Science.</i>	1.1. Lack of integration of science, technology, engineering and math.	1.1. Teachers implement a Problem based learning strategy to engage students in higher order thinking and real-world problem solving that integrates science, technology, and math.	1.1. Instructional coaches, Technology and Media Specialists, Classroom Teachers, Administration.	1.1. Grade level teaching teams will participate in weekly PLC's where instructional routines are developed to integrate STEM.	1.1. Math and Science Data, FCAT and Core K-12 Student Work Observations
	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 <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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Technology Integration	K-5	Technology Specialist	School-Wide	September-ongoing	Walk-throughs, observations, student data analysis	Technology Specialist, Instructional Coaches, Administration

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

STEM Budget (Insert rows as needed)

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

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

Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

CTE Professional Development

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

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

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

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

End of CTE Goal(s)

Additional Goal(s)

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

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

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

Additional Goals Professional Development

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:15760.00
Mathematics Budget	Total:6680.00
Science Budget	

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

	Total:2000.00
Writing Budget	
	Total:11800.00
Attendance Budget	
	Total:432.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: 36672.00

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

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

School Advisory Council (SAC)

SAC Membership Compliance

April 2012

Rule 6A-1.099811

Revised July 12, 2011

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

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.
Members of the SAC will focus the information and learning on Focused and sustained school improvement.

Describe the projected use of SAC funds.	Amount