

# **Florida Department of Education**



# School Improvement Plan (SIP)

## Form SIP-1

Proposed for 2012-2013

### 2012-2013 SCHOOL IMPROVEMENT PLAN

#### PART I: SCHOOL INFORMATION

School Name: Escambia Charter School	District Name: Escambia
Principal: Jerome Chisolm	Superintendent: Malcolm Thomas
SAC Chair: Alfy Smith	Date of School Board Approval: November 20, 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

Rule 6A-1.099811

Revised April 29, 2011

## 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	Jerome Chisolm	MPA, BS Social Science, Professional Cert	16	13	During the past FCAT results for Reading the 10 <sup>th</sup> grade achievement level 1 students were reduced from 64 to 26%. Level 2 students increased from 32 to 43%. Level 3 (proficiency) increased from 5 to 30%. 50% of this group exhibited learning gains. 9 <sup>th</sup> grade level 1 decreased from 64 to 50%. Level 2 increased from 30 to 31%. Level 3 (proficiency) increased from 6 to 16%. 26% of this group exhibited learning gains. Over the last three year period the school was able to drastically reduce its 10 <sup>th</sup> grade level 1 Reading students from 94% to its present level of 26. 9 <sup>th</sup> grade has shown improvement over the past two years. Reading achievement level 1 decreased from 64% to 50.
Assistant Principal	N/A	N/A	N/A	N/A	N/A

### 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)
N/A	N/A	N/A	N/A	N/A	N/A

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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


### **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)
1. The school will advertise through career builder, troops –to- teachers, and the school district’s recruitment office for any vacancies that may exist. Retained teachers are given a 3% raise for the upcoming school year.	Principal and board of directors.	August 13, 2012	
2. N/A	N/A	N/A	
3. N/A	N/A	N/A	
4. N/A	N/A	N/A	

### ***Non-Highly Effective Instructors***

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
All teachers are certified in-field and those that are not are currently enrolled in professional development courses working towards certification.	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

### ***Staff Demographics***

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

**April 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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

\*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
7	29% (2)	29% (2)	29% (2)	14% (1)	42.9% (3)	85.7 (6)	14.3% (1)	0.0%	14.3% (1)

### ***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
Mark Futrell	2 Matthew Alexander Ashley Foster	First year teachers who will be instructing History and Physical Education, respectively. Mr Futrell is the Reading Instructor, they can cross reference critical thinking skill sets.	Lesson Planning, classroom management, test preparation, and data analysis.

### **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. Services are provided to ensure students requiring additional remediation are provided the necessary assistance. The district coordinates with Title II and Title III staff development need are provided.
Title I, Part C- Migrant Services for migrant children are provided by the district level Title 1 office.
Title I, Part D Services to neglected and delinquent students are provided by various district-operated programs

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Title II Professional development is offered at both school and district level. Please see each goal area for specific professional development activities (in-service education).
Title III Services for English Language learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Student who do not attend centrally located school based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who have ELL identified students have ESOL endorsement on their teaching certificate.
Title X- Homeless The school works with the district's Homeless Social Worker to provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title 1 Office.
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon week is held in October with school-wide activities and guest speakers. Through our Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying.
Nutrition Programs Our school is committed to continue to offering nutritional choices in its cafeteria.
Housing Programs This is offered at the district level and overseen by the Title 1 District Office.
Head Start N/A
Adult Education Evening classes are offered at all of our high schools.
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS Leadership Team. We are very small with only six instructional staff members, therefore; all instructional members along with the principal are members of the team. We will encompass our literary and RTI teams into our learning Community and have one team.
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 team will meet Monday-Wednesday to discuss best practices, analyze data, identify gaps in curriculum, define strengths and weaknesses, and devise strategies based on the data to improve students' learning. The team also identifies those students who are not making progress and establishes conferences with students and parents to map out strategies to get students on track.
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? The team along with the principal develops the goals and objectives they wish to accomplish for the year. They review and analyze student achievement data and design a curriculum to improve the achievement levels of all Levels 1 and 2 students.
<b>MTSS Implementation</b>
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. We will use the D.A.R.T. Model to analyze, assess, review and target the student's needs with current practices. This Model will allow identifying, listing and prioritizing strengths and weaknesses in each of the curriculum area.
Describe the plan to train staff on MTSS. Study Island can provide MTSS training to the staff as a webinar.
Describe plan to support MTSS. See above paragraph.

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

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). ECS being a small school will combine its RTI and Literacy Leadership team to get maximum effort from the group without having to replicate such efforts.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets every Tuesday and Thursdays before school to determine problem areas, strengths and weaknesses concerning literacy within the curriculum, how best to increase literacy across the curriculum, develop strategies to increase student learning. The principal facilitates the meetings with input from the instructional staff. Each staff member will keep data on students' progress to include formative and summative assessments. The data will be analyzed to determine progress and learning gains.
What will be the major initiatives of the LLT this year? The major initiative the LLT will attack this year will be increasing the number of students attaining achievement level 4 & 5. Currently, there are no 10 <sup>th</sup> grade students performing at achievement levels 4 & 5.

### *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.

N/A
-----

### *\*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.

Having a small staff allows each teacher to function as a department head. Whenever we meet all of the major stakeholders for instruction are readily available. This year we will incorporate the seven thinking skill set across the curriculum to develop students' critical thinking in regards to literacy. Teachers will bring five words with them to the scheduled meetings that can be used school wide in the daily lessons to show students the different usage and meaning of those words.
--

April 2012

Rule 6A-1.099811

Revised April 29, 2011



## 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?

Many of our students are academically deficient when they enroll with us. To get them caught up we must incorporate computer based instructions blended with traditional instruction to get them motivated towards graduation. Students wanting to get a standard diploma will make every effort to resolve their shortcomings in order to become successful.

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?

All of our students are encouraged to take the ACT, PERT, and ASVAB. Those students who are overage or extremely behind in their grade point averages are allowed to take the practice GED to get an idea of what it takes to fulfill the GED requirements. We encourage all of our students to pursue the path of getting a high school diploma. Those who cannot make it are given choice of the performance exit option for a Florida performance based diploma.

### *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](#).

The majority of our students gravitate towards the military because they had such an academic struggle in high school. Instead of college they give more consideration to joining the workforce or the military.

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

### PART II: EXPECTED IMPROVEMENTS

#### Reading Goals

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

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

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

<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. 10<sup>th</sup> grade 30% (7)</b>	<b>1a.1.</b> Historically we have always had a nomadic population. Students enrolling in school are normally three grade levels behind in reading.	<b>1a.1.</b> Identify all students not at achievement level 3 or have not passed FCAT Reading and place them in intensive remedial reading. These students will be placed in the Achieve 3000 literacy program to improve their reading skills. These students will be given formative assessments for proper placement. Their data will be analyzed frequently to determine progress.	<b>1a.1.</b> Principal along with the learning community will monitor the progress across the curriculum.	<b>1a.1.</b> Weekly assessments, Achieve 3000 progress reporting, teacher generated testing, FCAT Explorer.	<b>1a.1.</b> Weekly assessments, vocabulary and spelling tests, Achieve 3000 weekly progress, teacher evaluation, and FCAT simulated assessments.		
	<b>Reading Goal #1a:</b> 50% of students taking Reading 2.0 will perform at achievement level 3 .	<b>2012 Current Level of Performance:*</b> 					
		<b>2013 Expected Level of Performance:*</b> 26%(6) at level 1, 43% (10) at level 2 and 30% (7) at level3.. We want to raise the proficiency level by 10% and increase learning gains by 10% .					

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

		1a.2. Getting parents to buy into the extra time and effort that will be required by students to make significant improvement.	1a.2.We will analyze the data from the previous test results to determine all level 1 and 2 students. We will calculate the projected scoring needed to get them to proficiency. The weakest areas will be taught first.	1a.2.Learning Community.	1a.2.Periodically each teacher will give a self generated test. Achieve 3000 has targeted benchmarks that will provide an indication as to how well a student is progressing. We have Study Island, a web based program that have all the parameters for measuring students' progress.	1a.2.Teacher generated test, FCAT Testmaker, Study Island, and Achieve 3000.	
		1a.3. N/A	N/A	1a.3. N/A	1a.3. N/A	1a.3. N/A	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1b.1. N/A	1b.1.N/A	1b.1.N/A	1b.1.N/A	1b.1.N/A		
<b>Reading Goal #1b:</b> N/A	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	N/A	N/A					
		1b.2. N/A	1b.2.N/A	1b.2.N/A	1b.2.N/A	1b.2.N/A	
		1b.3.N/A	1b.3.N/A	1b.3.N/A	1b.3.N/A	1b.3.N/A	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>	2a.1. Time and continuity to develop skill set needed to understand the depth of knowledge to score above proficiency.	2a.1. Students will be introduced to the seven skill sets of critical thinking to assist them in critically examine what they have read to develop a deeper appreciation of the subject matter.	2a.1. Instructional Staff.	2a.1. Webb's Depth Of Knowledge model and the seven skill sets of critical thinking.	2a.1. FCAT Test Maker, Study Island, FCAT Explorer, and Teacher generated test.		
<b>Reading Goal #2a:</b> 10% (2) of students taking FCAT will score above proficiency.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>There are no students who scored above proficiency</i>	<i>At a minimum two students will score above proficiency.</i>					

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

		2a.2. Students daily attendance to ensure enough time is devoted to understand concepts being taught.	2a.2. Daily attendance will be closely watched and those students exhibiting poor attendance will be closely monitored and parents notified for conferences if improvement is not exhibited.	2a.2. Principal and Admin Assistant.	2a.2. Daily attendance.	2a.2. Teacher attendance roster.	
		2a.3 N/A	2a.3 N/A	2a.3 N/A	2a.3 N/A	2a.3 N/A	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A		
<b>Reading Goal #2b:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	
		2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>	3a.1. Many of our students are behind two to three grade levels in reading. This coupled with other socio-economic factors have a negative impact on student learning.	3a.1. Using Achieve3000, Study Island, and FCAT Explorer, we can extend the classroom beyond the normal day as these programs are all web based. This will allow those students with access to the internet the ability to continue their learning process by signing in to the various programs.	3a.1. Instructional Staff.	3a.1. We will monitor the progress reports of these programs to determine students who are taking advantage of this opportunity.	3a.1. Web based programs.		
<u>Reading Goal #3a:</u> <b>Increase the percentage of students making learning gains in reading by 50 percent of last year's total.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>50% (8) of students tested exhibited learning gains.</i>	<i>We expect that 60% of students taking the FCAT will exhibit learning gains.</i>					

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

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



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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>	4a.1. Students coming to school and demonstrating a willingness to learn.	4a.1. We will place those students who have not achieved proficiency into intensive reading classes with constant assessment to track their growth.	4a.1. All Staff	4a.1. Identify those students in the lower 25% and track them weekly to determine their progress.	4a.1. Achieve 3000, Study Island, FCAT Explorer, and Spellingcity vocabulary software.		
<b>Reading Goal #4a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<b>Increase learning gains for lower 25% by 5%(1) of last year's total</b>							
	<i>63% (10) of lower 25% exhibited learning gains.</i>	<i>We want to increase learning gains for the lower 25% by 7% of last year's total.</i>					
		4a.2. Many of these students have poor attendance which have an adverse impact on their learning gains.	4a.2. These students will be assessed to determine their strength and weaknesses. They will be monitored for behavioral and performance assessments to get a more realistic understanding of where they are.	4a.2. Staff/Principal	4a.2. Frequent monitoring of progress reports, daily attendance, and weekly assessments.	4a.2. FCAT test maker, Achieve 3000, Teacher generated test, and frequent observation.	
		4a.3 N/A	4a.3. N/A	4a.3. N/A	4a.3. N/A	4a.3. N/A	

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  5%	30%	28%	35%	42%	49%	57%
<u>Reading Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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

<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. White: 0 Black: 26% Hispanic: 0 Asian: 0 American Indian: 0 Sporadic attendance is a major contributor to lack of improvement in student achievement.	5B.1. We will closely monitor the daily attendance of students not at proficiency to track their progress on a continual basis.	5B.1. Staff	5B.1. Daily attendance figures and results of students progress on assessments, class work, and teacher generated quizzes.	5B.1. Attendance records, student progress reports.		
<u>Reading Goal #5B:</u>  Reduce the number of Black 10 <sup>th</sup> grade students achieving level 1 by 10% of last year's total.	<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: 0 Black: 26 Hispanic: 0 Asian: 0 American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: 0 Black: 16 Hispanic: 0 Asian: 0 American Indian:					

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

		5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	
		5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1.N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		
<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. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	
		5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A		
<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. N/A	5D.2. N/A	5D.2. N/A	5D.2. N/A	5D.2. N/A	
		5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. 94% of free and reduced students taking the FCAT were Black. Many of these students exhibited sporadic attendance.	5E.1. We will track these students' progress data and provide intervention for those not showing progress.	5E.1. Staff	5E.1. Progress of weekly assessment and teacher generated activities.	5E.1. Assessments, FCAT test maker, Study Island, and teacher assessment.		
<u>Reading Goal</u> <u>#5E:</u> Increase the percentage of economically disadvantaged students scoring at proficiency on the FCAT reading by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<i>There were 83% of the school's population on free and reduced lunch. 91% of students tested were free and reduced. 94% of those were black. 18% of these students met proficiency.</i>	<i>Increase the percentage of 10<sup>th</sup> grade economically disadvantaged students meeting proficiency by 25 percent of last year's total.</i>					
		5E.2. N/A	5E.2 N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	
		5E.3 N/A	5E.3 N/A	5E.3 N/A	5E.3 N/A	5E.3 N/A	

## Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Achieve 3000	9-12	Principal	Staff	2 times per year	Contact with software company	Principal
Jones eglobal library	High School	Webinar	Instructional Staff	Ongoing	Contact with Company	Principal

## Reading Budget (Insert rows as needed)

Include only school-based funded			
----------------------------------	--	--	--

April 2012

Rule 6A-1.099811

Revised April 29, 2011



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

activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
We have purchased a web based software program that will allow students to extend the knowledge and repetitive skills learned in the classroom.	Study Island will allow students to perform all curriculum tasks as required by State Standards.	General	\$4,805.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Students will use Achieve 3000 at a minimum of three times per week to increase their reading proficiency.	ACHIEVE 3000 is a web based literacy program that will improve student achievement.	Title 1	\$14,055.00
Students will have available an e-global library to conduct research and gain in depth knowledge about the material being taught.	E-global library is web based library that contains a variety of resources for students to access to conduct research on subject matter content.	General	\$5054.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Staff will attend any district literacy training to include “Surfing the Wave of Literacy”.	Web based lesson plans and interactive activities.	General	\$100.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Reading Goals*

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

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

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

<b>2. Students scoring proficient in Reading.</b>	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	
<u>CELLA Goal #2:</u> N/A	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	N/A					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A
		2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in Writing.</b>	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	

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

<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students</u>					
N/A.	<u>Proficient in Writing :</u>					
	N/A					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A
		2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A

### CELLA Budget (Insert rows as needed)

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*

### Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						

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

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

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

<b>1b. Florida Alternate Assessment:</b> Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A		
<u>Mathematics Goal #1b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	
		1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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

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



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

<b>2b. Florida Alternate Assessment:</b> Students scoring at or above Level 7 in mathematics.	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A		
<b>Mathematics Goal #2b:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	
		2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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

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

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

<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A		
<b>Mathematics Goal #3b:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A	
		3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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

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

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

<b>4b. Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A		
<u>Mathematics Goal #4b:</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>					
		4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	
		4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	

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

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

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

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

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

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



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

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

## 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. N/A	5E.2 N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	
		5E.3 N/A	5E.3 N/A	5E.3 N/A	5E.3 N/A	5E.3 N/A	

*End of Elementary School Mathematics Goals*

## Middle School Mathematics Goals

April 2012

Rule 6A-1.099811

Revised April 29, 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)).

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

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2a.1. N/A	2a.1. N/A	2a.1. N/A	2a.1. N/A	2a.1. N/A		
<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. N/A	2a.2. N/A	2a.2. N/A	2a.2. N/A	2a.2. N/A	
		2a.3 N/A	2a.3 N/A	2a.3 N/A	2a.3 N/A	2a.3 N/A	

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

<b>2b. Florida Alternate Assessment:</b> Students scoring at or above Level 7 in mathematics.	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A		
<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>					
	<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. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	
		2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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

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

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

<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A		
<b>Mathematics Goal #3b:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A	
		3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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

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

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

<b>4b. Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A		
<u>Mathematics Goal #4b:</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>					
		4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	
		4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	

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

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

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

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

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

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

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

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

## 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. N/A	5E.2 N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	
		5E.3 N/A	5E.3 N/A	5E.3 N/A	5E.3 N/A	5E.3 N/A	

*End of Middle School Mathematics Goals*

## Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics	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		

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

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



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

Mathematics Goal #2:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
		2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3. Florida Alternate Assessment:</b> <b>Percentage of students making Learning Gains in mathematics.</b>	3.1. N/A	3.1. N/A	3.1. N/A	3.1. N/A	3.1. N/A		

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

<b>Mathematics Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:</b>  	<b>2013 Expected Level of Performance:</b>  					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2. N/A	3.2. N/A	3.2. N/A	3.2. N/A	3.2. N/A	
		3.3. N/A	3.3. N/A	3.3. N/A	3.3. N/A	3.3. N/A	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. Florida Alternate Assessment:</b> <b>Percentage of students in Lowest 25% making learning gains in mathematics.</b>	4.1. N/A	4b.1.N/A	4b.1.N/A	4b.1.N/A	4b.1.N/A		

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

Mathematics Goal #4:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		4.2. N/A	4.2. N/A	4.2. N/A	4.2. N/A	4.2.N/A	
		4.3 N/A	4.3. N/A	4.3. N/A	4.3. N/A	4.3. N/A	

*End of Florida Alternate Assessment High School Mathematics Goals*

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

### Algebra End-of-Course (EOC) Goals

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

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>	1.1. Students reacclimating themselves with the concepts that were taught to them from the previous year. Getting students to focus on areas where they are proven to be weakest.	1.1. All students assigned to a Math class will be given a pre assessment to determine their strength and weaknesses. These students will be given intensive instructions in the areas deemed weakest. They will be regularly assessed and those not showing adequate progress will be given additional learning opportunities.	1.1. Principal and Math Teacher	1.1. Students enrolled in Algebra 1, and Geometry will be taught exclusively taught using Study Island, a web-based software program tailored to EOC standards to assist students in becoming proficient in these subjects.	1.1. Study Island assessments, Teacher generated test, FCAT simulated assessment.		
<u>Algebra Goal #1:</u>  <i>Increase students achieving level 3 to 30% of last year's total.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>10% (2 of 20) achieved level 3.</i>	<i>We expect to raise level 3 to 30% for the coming year.</i>					

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

		1.2. Students not progressing adequately will have to be placed in remediation. Instability of student population coupled with numerous socio-economic issues prevents them from fully focusing on academics.	1.2. Students in achievement levels 1 and 2 will be placed in ALEKS, a remedial individualized web-based program that tracks learning progress which allows for smaller group differentiated learning.	1.2. Principal/Math Teacher	1.2. Students will have to demonstrate, through mastery of concepts and work indicating they have a thorough understanding of what is being taught.	1.2. ALEKS assessments, Teacher generated test and instructions. EOC exams.	
		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>	2.1. Student motivation is the foremost barrier to them ascertaining achievement levels 4 or 5 on the EOC.	2.1. Students will be put through rigors classroom instructions and given frequent out of class work to gauge how well they are learning concepts being taught. An instructional calendar will be developed and implemented highlighting algebra instructional goals to be achieved.	2.1. Math Teacher	2.1. Target dates in instructional calendar, assessment results, understanding of outside class work.	2.1. Analysis of frequent assessment results, students understanding of concepts being taught.		
5 % of students enrolled in Algebra 1 classes will score at achievement levels 4 and 5 on EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>We had no students who scored at achievement levels 4 and 5.</i>	<i>5% (1) of students being tested will score at achievement levels 4 or 5 on EOC.</i>					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	

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

		2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 0%	10%	15%	25%	30%	40%	45%
<u>Algebra 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		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b>	3B.1. The greatest barrier to achieving this goal is student focus and daily commitment.	3B.1. We will monitor student progress and attendance to ensure students identified as not making suitable progress. These students will be counseled and given target dates to show improvement. Those still not showing progress will be given additional remediation.	3B.1. Math teacher/ Principal	3B.1. Student grade book and daily attendance.	3B.1. Assessment reports, daily classroom work, and teacher generated quizzes.		

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

Algebra Goal 3: 40% (6) of all ethnic subgroups will make satisfactory progress in Algebra. _	<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: 100% level 1 Black: 57% (8 of 14) level 1 Hispanic: 100% level 1 Asian: N/A American Indian: N/A	<i>Enter numerical data for expected level of performance in this box.</i> White: 40% Black: 40% Hispanic: 40% Asian: N/A American Indian: N/A					
		3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	
		3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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



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

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

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

<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</b>	3E.1. Students daily attendance and focus will be major factor in them not making satisfactory progress.	3E.1. Students who have three or more absentees will be counseled and given opportunities to make up the time they have missed. These students will be closely monitored to ensure they are performing to task.	3E.1. Teacher/Principal	3E.1. Daily attendance, weekly progress reports.	3E.1. EOC results, Study Island, ALEKS, and FCAT Testmaker.		
<u>Algebra Goal #3E:</u> <i>50% of economically disadvantaged students will achieve proficiency on EOC.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>45% of 13 (29) economically disadvantaged students are not making satisfactory progress in Algebra.</i>	<i>50% 15 (29) economically disadvantaged students will perform at proficiency on EOC.</i>					
		3E.2. N/A	3E.2 N/A	3E.2. N/A	3E.2. N/A	3E.2. N/A	
		3E.3 N/A	3E.3 N/A	3E.3 N/A	3E.3 N/A	3E.3 N/A	

*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)).

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

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

<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1 Many of our students are mathematically deficient and are in need of continuous remediation to close the academic gap.	1.1. Academic incentives will be introduced to students. Students will also be rewarded as pre-set goals are accomplished and announced school - wide.	1.1.Mathematics teacher	1.1.Students progress report	1.1. ALEKS, Study Island, FCAT Test maker, and other teacher generated assessments		
<b>Geometry Goal #1:</b> There were no students scoring at achievement level 3.	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
	70% (14) of students tested were at level 1.	40% (8) of tested students will score at level 3.					
		1.2.N/ A	1.2. .N/ A	1.2. .N/ A	1.2. .N/ A	1.2. .N/ A	
		1.3. .N/ A	1.3. .N/ A	1.3. .N/ A	1.3. .N/ A	1.3. .N/ A	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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

<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1. Students are behind mathematically and have a daunting challenge of meeting proficiency.	2.1. We will offer after- school tutoring; provide more intense homework; encourage the use of higher order thinking skill sets and continually assessed to determine level of progress and remediation..	2.1.Mathematics instructor	2.1. Students progress report.	2.1. ALEKS, Study Island, FCAT Test maker, and other teacher generated assessments.		
<b>Geometry Goal #2:</b> <i>2 % of students testing will meet achievement levels 4 and 5.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Zero(0)</i>	2 %					
		.N/ A	.N/ A	.N/ A	.N/ A	.N/ A	
		.N/ A	.N/ A	.N/ A	.N/ A	.N/ A	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 0%	0%	10%	20%	30%	40%	50%

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

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

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

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

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

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



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

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

*End of Geometry EOC Goals*

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

### Mathematics Professional Development

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

### Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Procure remediation software to help improve students achievement levels.	ALEKS remedial Math program	General	\$2,812.50
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

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

### Elementary and Middle School Science Goals

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

		1a.3. N/A	1a.3. N/A	1a.3. N/A	1a.3. N/A	1a.3. N/A	
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A		
<b>Science Goal #1b:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	
		1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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

<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2a.1. N/A	2a.1. N/A	2a.1. N/A	2a.1. N/A	2a.1. N/A		
<b>Science Goal #2a:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2a.2. N/A	2a.2. N/A	2a.2. N/A	2a.2. N/A	2a.2. N/A	
		2a.3 N/A	2a.3 N/A	2a.3 N/A	2a.3 N/A	2a.3 N/A	

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

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

*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 Goals	Problem-Solving						
---------------------------	-----------------	--	--	--	--	--	--

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

	<b>Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>	1.1. N/A	1.1. N/A	1.1. N/A	1.1.	1.1.		
<u>Science 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. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	



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

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

*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 Increase Student Achievement						

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

	nt						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Biology.</b>	1.1.  Some students enrolling who are classified as 11th graders are behind in their Science course requirements	1.1. We have purchased this interactive website called Study Island which will allow the Science teacher to offer more rigorous work and provide homework to all students in the 11th grade. These students will be able to access the program at home or be provided with homework if they do not have access to a computer. Students will also be given weekly assessments to determine progress.	1.1. Principal and Science teacher	1.1. Students will be given higher order thinking questions to develop their knowledge and depth of material being taught. Students will be assessed on weekly basis to determine who is grasping concepts being taught.	1.1. FCAT Testmaker, StudyIsland assessment, Teacher generated assessment and classroom activities.		

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

<b>Biology Goal #1:</b>	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
Increase students' knowledge in Science content areas where at least 40 percent of them taking the Science test will meet proficiency.							
	<i>There were 30 students who took the Science FCAT and one of them met proficiency. Seventy percent (21) were at achievement level 1. Twenty seven percent (8) were level 2.</i>	<i>Decrease the number of achievement level 1's by 50 percent (11) while raising the number attaining achievement level 3 by 40 percent (12).</i>					
		1.2.N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
		1.3.N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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

<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>	2.1.  The majority of the students taking the Science FCAT had no previous science classes and is deficient in Reading and Math which makes it difficult for them to perform adequately in science.	2.1. We will develop questions that will elicit responses that will demonstrate students' complexity of knowledge and skills required to meet the objectives. Teachers will meet weekly to discuss and develop benchmarks and standards that will strengthen students' depth of knowledge to improve their achievement levels.	2.1. Science Teacher/Principal	2.1. Webb's Depth of Knowledge Model	2.1. Assessments, Teacher Generated test, FCAT Test maker.		
	<b>Biology Goal #2:</b>  Five percent of students (2) taking EOC will score at or above achievement levels 4 and 5.	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>				
	<i>Currently there are no students scoring at achievement levels 4 and 5</i>	<i>Five percent of students testing will score at or above levels 4 or 5..</i>					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
		2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A	2.3 N/A	

*End of Biology EOC Goals*

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

### Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Biology EOC	9-12	Kim Walden	District Wide	Monthly	Biology teachers will meet periodically to discuss with District Department Head for updates.	District Department Head

### 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

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

Provide supplemental resources to assist students will becoming proficient in Biology	Textbooks	General	\$1,560
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

<p><b>1a. FCAT:</b> <b>Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1a.1. Students focus to accomplish the task. The implementation of the higher writing standards to previously low performing students.</p>	<p>1a.1.The students will be assigned a variety of writing activities to get them comfortable with the skills needed to become a proficient writer. They will also use the writing activities in Study Island, Achieve3000, and Vocabulary/Spelling websites a minimum of two times per week to increase their writing skills. They will be introduced to a myriad of vocabulary words to increase their comprehension. Students will be assessed weekly. Additionally, they will be introduced to e-global library to expand their higher order thinking.</p>	<p>1a.1.All Staff/Principal</p>	<p>1a.1.Webb's Depth of Knowledge Model, Work product, weekly progression.</p>	<p>1a.1.Study Island,FCAT Test maker, Teacher generated test, and vocabulary/spelling website.</p>		
---	---	--	---------------------------------	--	--	--	--



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

<u>Writing Goal #1</u> <i>Increase the writing proficiency of 10th grade students by 30 percent of last year's total (50) on the Spring 2011 FCAT writing.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Thirty-two students took the Spring 2012 writing test 50 percent (16) scored at proficiency level 3.0 and above. 6% (2) were at achievement level 4 and none at achievement level 5. Our 36% proficiency decrease over the 2011 results are a direct correlation to the higher standards implemented for this year's testing.</i>	<i>For the Spring 2013 FCAT writing test the goal is to have 95 percent of students taking the test score at 3.0 or above.</i>					
		1a.2.N/A	1a.2.N/A	1a.2.N/A	1a.2.N/A	1a.2.N/A	
		1a.3.N/A	1a.3.N/A	1a.3.N/A	1a.3.N/A	1a.3.N/A	
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1b.1.N/A	1b.1.N/A	1b.1.N/A	1b.1.N/A	1b.1.N/A		

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

<b>Writing Goal #1b:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.N/A	1b.2.N/A	1b.2.N/A	1b.2.N/A	1b.2.N/A	
		1b.3.N/A	1b.3.N/A	1b.3.N/A	1b.3.N/A	1b.3.N/A	

## Writing Professional Development

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

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

--	--	--	--	--	--	--

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

*End of Writing Goals*

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

Civics End-of-Course (EOC) Goals

\* 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		

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

<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1. N/A	1.1.N/A	1.1.N/A	1.1.N/A	1.1.N/A		
<b>Civics_Goal #1:</b> <i>Enter narrative for the goal in this box.N/A</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.N/A</i>	<i>Enter numerical data for expected level of performance in this box.N/A</i>					
		1.2.N/A	1.2.N/A	1.2.N/A	1.2.N/A	1.2.N/A	
		1.3.N/A	1.3.N/A	1.3.N/A	1.3.N/A	1.3.N/A	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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 Civics.	2.1.N/A	2.1.N/A	2.1.N/A	2.1.N/A	2.1.N/A		
Civics Goal #2: <i>Enter narrative for the goal in this box.N/A</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		2.2.N/A	2.2.N/A	2.2.N/A	2.2.N/A	2.2.N/A	
		2.3N/A	2.3N/A	2.3N/A	2.3N/A	2.3N/A	

## Civics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a						
--	--	--	--	--	--	--

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

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Civics Budget (Insert rows as needed)

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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		



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

<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	I.1.  Historically we have always had a nomadic student population. Students enrolling in school are three to four grade levels behind.	I.1. Identify all students that are not at achievement level 3 or not passed the Reading portion of the FCAT and placed them in an intensive training with constant assessments. Students not making progress will be placed in FLEX training at a minimum of once a week for 30 minutes of rigorous remediation to address their weakness. We have invested in a spelling and vocabulary interactive website to improve their skills. Students will be assigned to the ACHIEVE 3000 Program.	I.1. Principal along with the Learning Community will monitor the progress across the curriculum.	I.1. Weekly assessments, student progress data, and teacher generated activities. Progress reports from ACHIEVE 3000	I.1. Weekly assessments, vocabulary and spelling tests, FCAT simulated assessments and teacher evaluation.		
<b><u>U.S. History Goal #1:</u></b>  50% of students enrolled in U.S. History will achieve level 3 on their EOC.	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
	<i>We were not an implementation school for this year. No data was comprised.</i>	<i>50% of students enrolled in U.S. History will pass their EOC.</i>					

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

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

### U.S. History Professional Development

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide students with updated account of U.S. History	New Textbooks	General	\$2500
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

*End of U.S. History Goals*

**Attendance Goal(s)**

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

1. Attendance	1.1. Parents actively ensuring that their child comes to school on a regular basis. Students not wanting to come to school on a daily basis.	1.1. We have purchased an automated message calling system that will allow us to send directed messages alerting parents of chronic absentees. We will offer incentives in the form of gift cards per semester for students with highest attendance rate at 90 percent and above. We will set a ceiling on the number of days a student will be allowed to miss. When a student is in jeopardy of hitting this ceiling, a meeting will be established with student and parents to have student put in writing why they should remain at ECS and acknowledgement of consequences if action continues.	1.1. Administrative Assistance and Principal.	1.1. The daily percentage of students present compared to students who are absent.	1.1. The daily percentage of students present compared to students who are absent.		
---------------	--	--	---	--	--	--	--

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

<b>Attendance Goal #1:</b>	<b>2012 Current Attendance Rate:*</b>	<b>2013 Expected Attendance Rate:*</b>					
Increase students' attendance rate to 90 percent for the coming school year.							
	<i>Current attendance rate for 2012 was 84 percent (107).</i>	<i>Expected attendance rate for 2013 is 90 percent.</i>					
	<b>2012 Current Number of Students with Excessive Absences (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Absences (10 or more)</b>					
	<i>Seventy-seven students had 10 or more absences during the 2012 school year.</i>	<i>We expect to reduce the number of excessive absences for the coming year by 50 percent.</i>					
	<b>2012 Current Number of Students with Excessive Tardies (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Tardies (10 or more)</b>					
	<i>Enter numerical data for current tardy number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
		1.3.N/A	1.3.N/A	1.3. N/A	1.3.N/A	1.3.N/A	

<b>Professional Development</b>						
---------------------------------	--	--	--	--	--	--

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

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

### 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
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

April 2012

Rule 6A-1.099811

Revised April 29, 2011



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

N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

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

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

1. Suspension	1.1. Majority of students enrolling in school have behavioral issues, or general apathy to school rules and procedures.	1.1. Prior to school we will have the positive behavior team categorize possible violations into low, medium, and high risk. Low risk offenses will be handled by teacher and a telephone call home. Medium risk will be removed from classroom to the Dean for redirection and telephone call home. High risk will result in immediate removal from classroom, parent conference, and suspension if no other outcome can be reached. Students will be given after school detail prior to suspensions, if it does not involve an incident of safety or good order to the school.	1.1. The positive behavior team will review the incidents and actions taken to determine if the strategies are effective.	1.1. The positive behavior team will review the incidents and actions taken to determine if the strategies are effective.	1.1. Observation.		
---------------	---	--	---	---	-------------------	--	--

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

Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
Reduce the number of out of school suspensions by half through the implementation of a positive behavior plan.							
	<i>There were 130 in-school suspensions recorded this year (our in school suspension is after school detail).</i>	<i>We expect to reduce the in-school suspensions to 70 for this school year.</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>There were 130 in-school suspensions recorded this year (our in school suspension is after school detail).</i>	<i>We expect to reduce the in-school suspensions to 70 for this school year.</i>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>There were 78 out-of-school suspensions for the year.</i>	<i>The implementation of a positive behavior plan will reduce the out-of-school suspensions by 75 percent.</i>					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	<i>There were 41 total students suspended out-of-school this past year.</i>	<i>We expect less than 50 students to serve out-of-school suspensions for the coming year.</i>					
		1.2.N/A	1.2.N/A	1.2.N/A	1.2.N/A	1.2.N/A	
		1.3.N/A	1.3.N/A	1.3.N/A	1.3.N/A	1.3.N/A	

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

### Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline In The Secondary Classroom	9-12	Lynne Green	School-wide	Teacher orientation	Provide information and strategies to develop a positive behavior plan to reduce suspensions.	Principal

### 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
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A

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

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

### *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)).

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

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

<p><b>1. Dropout Prevention</b></p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>I.1. The majority of students enrolling at Escambia Charter are already credit deficient, been retained, and associate with someone who has dropped out of school. Retention by grade is high with the following numbers being retained at these grade levels: 27 - 9th graders; 16 - 10th graders; 6 - 11th graders; and 10 - 12th graders.</p>	<p>I.1. We provide transportation for our students to attend evening classes at Pensacola State College to make up some of their credit deficiencies, some students are encouraged to enroll in virtual school, and recently we have the capability of providing them with credit recovery. There is also after school tutoring for those students who are interested in improving their academic success. There is a mentoring group for the female students. We are in the process of providing the same for the male students. We are providing a variety of opportunities for our students to receive additional assistance to support their learning beyond the classroom</p>	<p>I.1. Staff/Principal.</p>	<p>I.1. Frequent observation of students 'progress reports and attendance.</p>	<p>I.1. Progress reports.</p>		
---	---	--	------------------------------	--	-------------------------------	--	--

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

		Instruction.					
Students enrolling in Escambia Charter normally are academically behind their cohorts, or have other socio-economic issues that need to be addressed.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>The current dropout rate is 11.2 for the 2012 school year.</i>	<i>The expected dropout rate for 2013 is anticipated to be 5 percent.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>The school caters to at risk students therefore, the graduation rate will always be issues as the majority of our graduates do so, after their cohorts. This past year we had 17 candidates for graduation. 65% (11) received diplomas, 24% (4) received certificate of completions and 18% (3) are finishing their remaining requirements.</i>	<i>Expected graduation rate is anticipated to be 80 percent with Diplomas (19).</i>					
		1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	

### Dropout Prevention Professional Development

Professional						
--------------	--	--	--	--	--	--

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011



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

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

*End of Dropout Prevention Goal(s)*

### Parent Involvement Goal(s)

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

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

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

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

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

<b>1. Parent Involvement</b> <b>Increase parental involvement by helping parents monitor their child's progress and improve their achievement level.</b>	I.1. Many of our parents are from working single parent households, or they do not have adequate transportation	I.1. To ensure parents become more active in their child's progress, we will not mail out report cards but will hand them out at the quarterly parent/teacher meetings. Each parent has a code which allows them to monitor their child's weekly progress and consult with the teachers electronically. We also have mass communication capabilities to get urgent messages out to parents concerning the school. Parents have been invited to volunteer at the school in a myriad of capacities.	I.1. Staff/Principal	I.1. Surveys, interviews, and participation.	I.1. Sign-in sheets, feedback, and documentation.		
---	--	---	----------------------	--	---	--	--

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

Enter narrative for the goal in this box.	2012. There was a significant increase in parent involvement (30%) than the previous years. Parents came out and supported the school both athletically and gave community service support.	2013 Expected level of Parent Involvement:* Increase parental involvement to 75 percent of enrollment.					
	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.					
		1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	

## 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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

### Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Develop parents interest in the school to support students' success	Parental involvement night, quarterly report card night, and open house	Title 1	\$346.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Parent Involvement Goal(s)*

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

## STEM Professional Development

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

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

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

### 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
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			

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

Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

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

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

	1.3.	1.3.	1.3.	1.3.	1.3.
--	------	------	------	------	------

### CTE Professional Development

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011



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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

April 2012

Rule 6A-1.099811

Revised April 29, 2011

## 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		
<b>1. Additional Goal</b>	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A		
<u>Additional Goal #1:</u> <i>Enter narrative for the goal in this box. N/A</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box. N/A</i>	<i>Enter numerical data for expected goal in this box. N/A</i>					
		1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	

### Additional Goals Professional Development

Professional						
--------------	--	--	--	--	--	--

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

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

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

*End of Additional Goal(s)*

### Final Budget (Insert rows as needed)

Please provide the total budget from each section.		
<b>Reading Budget</b>		
	<b>\$24,014.00</b>	<b>Total:</b>
<b>Mathematics Budget</b>		
	<b>\$ 2,812.50</b>	<b>Total:</b>

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

<b>Science Budget</b>		
	<b>\$ 1,560.00</b>	<b>Total:</b>
<b>Writing Budget</b>		
	<b>0.00</b>	<b>Total:</b>
<b>Attendance Budget</b>		
	<b>0.00</b>	<b>Total:</b>
<b>Suspension Budget</b>		
	<b>0.00</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>		
	<b>0.00</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>		
	<b>\$ 346.00</b>	<b>Total:</b>
<b>Additional Goals</b>		
	<b>0.00</b>	<b>Total:</b>
	<b>\$31,232.50</b>	<b>Grand Total:</b>

eva

### **Differentiated Accountability**

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

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

<b>School Differentiated</b>		
----------------------------------	--	--

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Accountability Status		
Priority	Focus	Prevent

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

### School Advisory Council (SAC)

#### *SAC Membership Compliance*

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

Yes

No

If No, describe the measures being taken to comply with SAC requirements.	
N/A	
Describe the activities of the SAC for the upcoming school year.	
The school advisory council works closely with the principal and staff as it relates to the school improvement plan, the school budget, and parent activities.	

Describe the projected use of SAC funds.	Amount
No funds	0